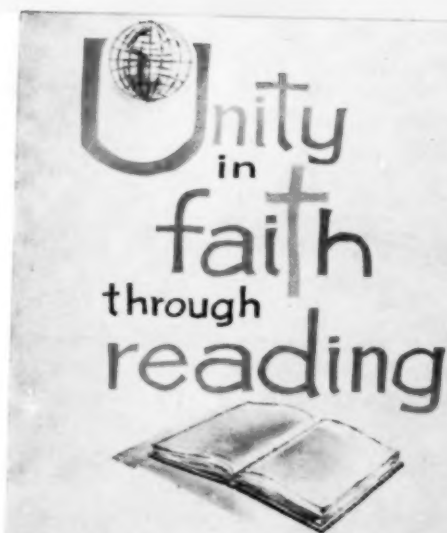


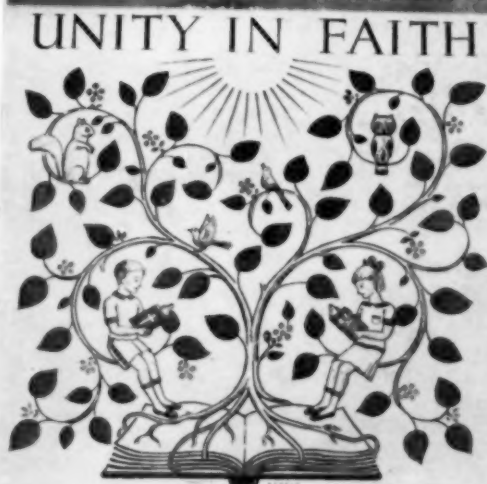
THE CATHOLIC LIBRARY WORLD

January
Vol. 32

1961
No. 4



CATHOLIC BOOK WEEK FEB. 19-25, 1961

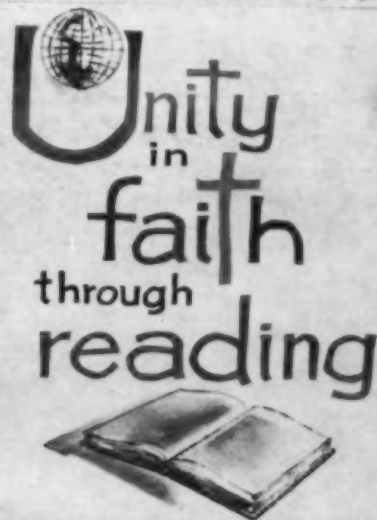


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THE CATHOLIC LIBRARY WORLD is published monthly October through May at 115 North Mason St., Appleton, Wis., by THE CATHOLIC LIBRARY ASSOCIATION. Executive, editorial and advertising offices, Villanova University, Villanova, Pa. Subscription rate to non-members is \$6.00 a year. Institutional membership, \$15.00, individual membership \$5.00 a year (not including the annual Handbook). Enclose remittance for single copies which are available from the editorial office for 75c. The Handbook is \$10.00. Second class mail privilege authorized at Appleton, Wis. with additional entry at Villanova, Pa.

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The Catholic Library World

Official Journal of The Catholic Library Association

Volume 32

JANUARY, 1961

Number 4

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Adult's Poster by Anthony Trezza.

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JUST BROWSING

ENCYCLOPEDIA OF SOCIAL SCIENCES

● Macmillan, Collier's Encyclopedia and The Free Press of Glencoe, Ill., announced jointly that they are combining resources to publish a new encyclopedia of the social sciences, the first in its field in more than a quarter of a century.

Macmillan published the original **Encyclopedia of the Social Sciences** in the early 1930's.

W. Allen Wallis, University of Chicago, has been appointed chairman of the editorial board of the new encyclopedia. According to Crowell-Collier president Raymond C. Hagel, the new social sciences reference work is the first of a group of specialized encyclopedias the company will publish, some on a cooperative basis. The second one will be "The Encyclopedia of Philosophy," plans for which will be announced early next year.

TRAINING FOR RARE BOOK LIBRARIANSHIP

● The Indiana University Libraries, with the aid of a grant from Lilly Endowment, Inc., will inaugurate a program July 1, 1961, designed to give intensive instruction to prospective rare book librarians. The facilities and collections of the Lilly Library (a new building especially designed for the University's special collections, rare books, and manuscripts) will be used as a training center. Two Fellows will be selected for a study program designed to familiarize them with bibliographical methods, the antiquarian book trade, and the organization and management of rare book and special collection departments or libraries.

Any graduate of an accredited library school who desires to specialize in rare book librarianship may apply for a fellowship. Fellows are required to remain in residence in Bloomington, Indiana, from July 1 through June 30, engaged in study programs assigned by members of the Lilly Library staff. Each Fellow will receive a stipend of \$5,000 for the twelve-month period, payable in twelve installments of \$416.66 each. The University believes this to be a non-service, tax-exempt fellowship. At the conclusion of the year, Fellows are expected to find employment in rare book divisions of college, university, and public libraries.

A committee consisting of Robert A. Miller, Director of Libraries; Margaret I. Rufsvold, Director of the Division of Library Science; David A. Randall, Librarian, Lilly Library, and Cecil K. Byrd will select the Fellows. Fellows will be notified of appointment on or before June 1, 1961. Requests for application forms or inquiries may be directed to Cecil K. Byrd, Associate Director of the Indiana University Libraries, Bloomington.

UNIVERSITY OF NORTH CAROLINA SCHOLARSHIP

● In cooperation with the University of Library, the School of Library Science offers several Library Fellowships to candidates for the M.S. L.S. degree.

To be eligible applicants must be admitted as degree candidates to the School of Library Science and to the Graduate School of the University of North Carolina. Awards are made to those who can qualify for Library assignments and whose credentials suggest special professional potential.

Appointments will be made, when available, either for the period from July 1 through

CATHOLIC LIBRARY ASSOCIATION

a n n o u n c e s

the publication and sale of Volume 6 (1956-1959) of the **GUIDE TO CATHOLIC LITERATURE**. As in past cumulations of this standard Catholic reference work, Volume 6 gives author, subject and title entry for many thousands of books by Catholic authors or of Catholic interest. Complete descriptive notes, prices and publishers as well as biographical information are provided. Volume 6 represents a cumulative work of four years under the Editorship of Mr. Walter Romig, of Detroit.

This latest **GUIDE** compilation is bound in blue Du Pont Pyroxylin impregnated cloth produced by letter press and is available from the Catholic Library Association for \$17.50. Previous (back) Volumes of the **GUIDE** are also available as listed below. Please address all new orders to:

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June 30, or from September 15 through September 14. They may be renewed for one additional year.

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● The AMERICAN ASSOCIATION OF MUSEUMS announces the January publication of its **MUSEUMS DIRECTORY OF THE UNITED STATES AND CANADA**. It is announced as the first comprehensive reference work covering the entire museum field, including listings for more than 3,000 institutions. The arrangement is by city and state, chief executive officer, and by alphabet. The directory is indexed. It is available from the American Association of Museums, Smithsonian Institution, Washington 25, D.C.

● One of a series of **Wilson Library Bulletin** Guides, "A Recruitment Primer" is a 16 page reprint of an article that appeared in the November, 1960, issue. Reprints are available from Alphonse F. Trezza, Executive Secretary, Library Administration Division, American Library Association, 50 East Huron Street, Chicago 11, Illinois.

● Careers, Inc., has published the tenth anniversary edition of **Career: for the College Man**, the annual guide to business opportunities.

In this 1960 edition, leading companies in every key field present their own stories, explain their operations and current job opportunities, and offer specific information about training, advancement, etc.

Career: for the College Man is sold in two retail editions, case bound at \$2.95 and paper bound at \$1.95. **Special discounts** are available to schools and libraries. (Career, Inc., 15 West 45th Street, New York 36.)

● Two articles which more than likely will **prove valuable to librarians** are, "Needed: More and Better Elementary School Libraries," by Mary V. Garner (**Journal of the AAUW**, January 1960, p. 96) and "The Opportunities That Books Offer," an annotated bibliography prepared by Dorothy M. Broderick which discusses current books, as they pertain to the title of the bibliography, for the 1960 Golden Anniversary White House Conference on Children and Youth. (**Library Journal**, December 15, 1960, p. 389.)

● **Paperback Review**, the first syndicated book supplement devoted exclusively to paperback books, published its first issue in October. This 32-page rotogravure publication will be distributed by hundreds of college newspapers throughout the country.

The supplement discusses between 500 and 600 paperback books, as selected by such eminent literary figures as Mark Van Doren, Brooks Atkinson, Sidney Hook, Margaret Mead, Granville Hicks, Richard Morris, Catherine Drinker Bowen and others.

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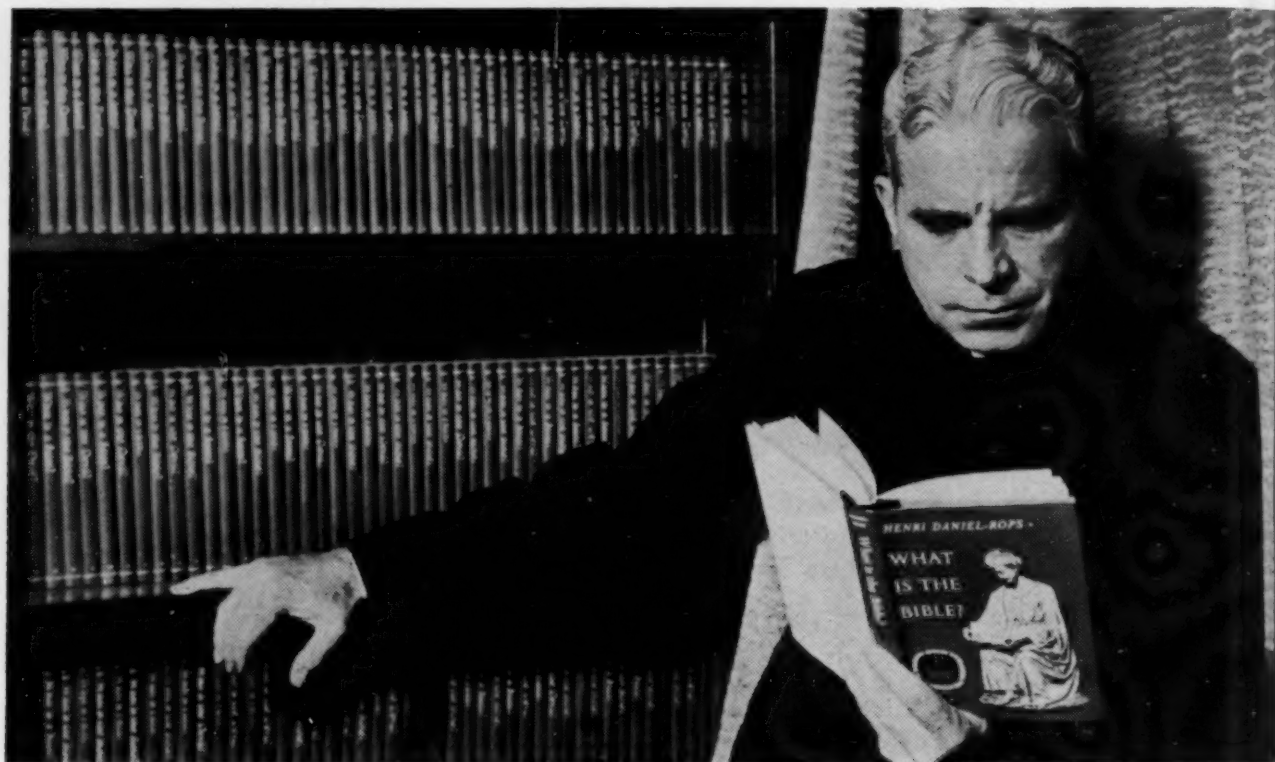
The **Paperback Review** is published by Book Report Services, Inc., 101 Fifth Avenue, New York 3, New York.

ADDED NOTES . . .

● The Helicon Press offers a study by Gustave Weigel, S.J., entitled "Church-State Relations, a theological consideration." Single copies are 25 cents, and quantity rates are available from the Helicon Press, Baltimore 27, Maryland.

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Monsignor John J. Dougherty, President of Seton Hall University, examines *What Is the Bible?* by Henri Daniel-Rops, first volume published in *The Twentieth Century Encyclopedia of Catholicism*. More than 56 volumes have since been issued, and are continuing to be issued at the rate of two each month.

JANUARY:

CHRISTIANITY AND ECONOMICS by Christopher Hollis. Vol. 90, Section IX.

THE ECUMENICAL COUNCILS by Francis Dvornik. Vol. 82, Section VIII.

FEBRUARY:

THE BASIS OF BELIEF by Illtyd Trethovan, O.S.B. Vol. 13, Section I.

DEATH AND THE CHRISTIANS by Jean-Charles Didier. Vol. 55, Section V.

MARCH:

WHAT IS MAN? by Rene le Troquer. Vol. 31, Section III.

MODERN CHRISTIAN LITERATURE by Gisbert Kranz, S.J. Vol. 119, Section XI.

APRIL:

NUCLEAR PHYSICS IN PEACE AND WAR by Peter E. Hodgson. Vol. 128, Section XIII.

MOHAMMEDANISM by Louis Gardet. Vol. 143, Section XIV.

MAY:

THE MASS IN THE WEST by Lancelot C. Sheppard. Vol. 111, Section X.

THE INCARNATION by Francis Ferrier. Vol. 24, Section II.

JUNE:

PRIMITIVE RELIGIONS by F. M. Bergounioux, O.F.M. and J. Goetz, S.J. Vol. 140, Section XV.

THE ECUMENICAL MOVEMENT by Charles Boyer, S.J. Vol. 138, Section XIV.

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Our theme this year, UNITY IN FAITH THROUGH READING, embodies a challenge to each of us. We need to give and receive more understanding and in so doing we will be cementing a unity which is one of Our Holy Father's dearest wishes. Reading will give us the knowledge and faith which are the basis of love. Without love there can be no union. We, therefore, combine 1960's slogan with that of 1961 and we have READ TO KNOW—KNOW TO LOVE and then there will be UNITY IN FAITH THROUGH READING.

SISTER MARY CONSUELO, C.R.S.M.
National Chairman
Catholic Book Week, 1961

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The thrilling saga of the explorers and trappers who opened the North American wilderness. (March)

Thomas Jefferson and his World

The life and times of the third President of the United States, with 180 illustrations including many of his own architectural sketches.

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Does CLA Need More Revenue?

BY BROTHER ARTHUR L. GOERDT, S.M.

President

The Catholic Library Association

At the business meeting of the Catholic Library Association's Convention in Chicago in 1959 a proposal was made to adjust the dues by changing the \$5.00, \$10.00, and \$15.00 memberships to \$6.00, \$11.00, and \$16.00 respectively. The change, requested by section officers, would have entitled each member to a national section membership.

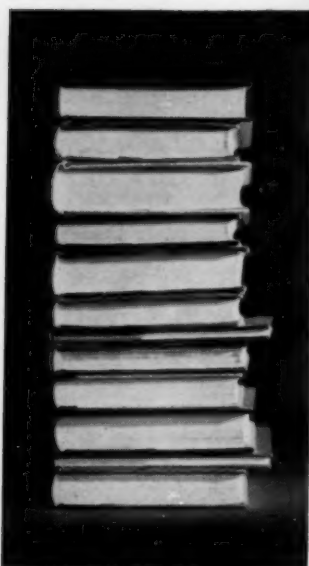
The 1959 proposal had two principal objectives: (1) To strengthen the national sections; (2) To simplify the work of the section secretaries and/or treasurers by routing all dues through the central office. More funds for the central office were not considered at that time. The extra dollar for each membership was intended for the section the member selected. In retrospect, it seems that the real objectives of the proposed change were not clearly explained. The immediate reaction seemed to be that a raise in dues was being forced without justification. That a strengthening of the national sections would result in increased services to members apparently was not emphasized. In any case, the motion to change the dues structure was tabled, principally because the opponents advocated the appointment of a committee to study the whole question of dues before making any changes.

Accordingly, Father Charles Banet, C.P.P.S., librarian of St. Joseph's College, Rensselaer, Indiana was appointed chairman of the Dues Structure Committee. Other members of the committee are: Sister Mary Leonard, P.H.J.C., Mater Dei High School, Breese, Illinois; Sister Mary Clara, B.V.M., Mundelein College, Chicago; and Miss Marguerite Gima, Memorial Medical Library, St. Margaret Hospital, Hammond, Indiana. The committee studied the history of dues in CLA and worked on the basis that a more equitable distribution of support was needed. An increase in revenue was not their primary consideration. A questionnaire was sent to all the institutional members of CLA with the hope of deriving a picture of the library budget among the various member institutions. On the basis of its study the committee issued a progress report which was not published because the committee and the Executive Council were of the opinion that a further study of the revenue needed by the Association was necessary.

At the meeting of the Executive Council in Washington, D.C. on October 29-30, 1960, the Council recommended that the Finance Committee study the financial needs of the Association and that the President write an article for the *Catholic Library World* outlining these needs for the members of CLA.

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With the foregoing as a background, we come to the basic question: Does the Catholic Library Association need more revenue? If we wish to maintain a balanced budget there is no doubt that more revenue will be necessary for the following reasons:

1. A centralized office will require an annual expenditure of approximately \$4,000 for rental and/or maintenance. This will be an increase of \$3,200 because rental at Catholic University and Villanova totaled only \$800 a year. New quarters are imperative. Space at Catholic University has become inadequate since the addition of the *Guide to Catholic Literature's* staff. Furthermore, the University library, by June, 1961 will need the space now occupied by the CPI-GCL staff.

2. Expenses of the Executive Council, committees, and representatives to other organizations should be paid by the association. Only in recent years has CLA begun to pay even a portion of such expenses. A fall meeting of the Executive Council is a necessity for the proper management of association affairs. Attendance at meetings by representatives to other organizations is indispensable. The choice of Council members, committee chairmen and representatives should not be hindered by the size of the individual's library budget. An allocation of approximately \$1,500 a year would alleviate the burden many individuals have been carrying for the association.

3. Approximately \$1,000 a year ought to be budgeted for part-time secretarial help for the President, the Program Chairman of the National Conference, the Chairman of the Local Arrangements Committee and the Catholic Book Week Chairman. The correspondence necessitated by these positions is heavy and time-consuming. Persons who hold these positions normally have full-time responsibility in their own institutions.

4. A full-time associate secretary for the sections seems very desirable. In the Four-Year Plan outlined in my second Presidential Address it was proposed that we aim to provide an associate secretary for each of the sections. At first, one person at the central office could devote his time to all of the sections, and perhaps do other work designated by the Executive Secretary. The salary for this position would require a minimum of \$5,000 annually if the person is a lay-

man. As was indicated in the Four-Year Plan, the sections will gain status and permanence in programming and planning when they operate through a more permanent staff.

5. An annual expenditure of \$500 to \$1,000 for travel to units by members of the Executive Council would be money well spent. In most cases the units are financially capable of paying such expenses, but those units without sufficient funds are most in need of stimulation from the national officers. The President, for example, receives many invitations to speak at meetings and to represent the Association at various functions. It would be to the advantage of the Association if funds made it possible to accept more of such invitations.

6. Heretofore there has been no payment for articles printed in the *Catholic Library World*. It would be well to spend at least \$1,000 a year for articles. This change in policy would help to raise the tone of the Association's voice.

7. More money for promotion, publications, scholarships, and books for the missions is desirable to widen the influence of the CLA.

An additional \$12,000 a year in revenue would enable us to implement the seven previous points. Better and broader service would result. Whether an increase in the scale of dues is the best means for obtaining the desired increase in revenue is certainly questionable. An increase of 1,000 in our membership and a resulting increase in advertising rates could provide a substantial portion of the needed revenue.

That a more equitable distribution of support is needed seems undeniable. It should be obvious to everyone that it is not equitable for a grade school library with a budget of less than \$1,000 to pay the same amount (\$15.00) for an institutional membership as a college or university with a budget of \$50,000 or more. The Dues Structure Committee, whose recommendations will be published at a later date, hopes to eliminate the inequality of the present institutional rate. Whether or not a more equitable distribution of institutional rates would increase our revenue depends upon the acceptance of the principle that an institution should pay in proportion to its library budget.

It is the hope of the Executive Council that an agreement on a new scale of dues can be reached at the business meeting in St. Louis next Easter Week. Your ideas are solicited.

More CLA Conventions News

College and University Library Section

April 5-7, 1961

Chairman: Sister M. Angela Merici, S.S.N.D.,
Librarian, Mount Mary College, Milwaukee,
Wisconsin.

Secretary-Treasurer: Brother A. F. Thomas,
F.S.C.H., Librarian, Iona College, New Rochelle,
New York.

Wednesday, April 5, 10:30-12:00

Presiding: Sister M. Angela Merici, S.S.N.D.
Speaker: Frazer G. Poole, Director of Library
Technology Project, American Library Association,
Chicago, Illinois. Topic: "ALA's Library
Technology Project—Past and Future."

Wednesday, April 5, 3:30-5:00

Presiding: Sister M. Angela Merici, S.S.N.D.
Speaker: Rev. Walter J. Ong, S.J., Author, Professor
of English, Saint Louis University, Saint Louis,
Missouri. Topic: "The Library and the
Frontiers of Knowledge."

BUSINESS MEETING

Friday, April 7, 9:30-11:00

Presiding: Sister M. Angela Merici, S.S.N.D.
Speakers: Rev. Daniel Moore, Editor, *St. Louis
Review*, St. Louis, Missouri. Topic: "Books,
Newspapers and the Catholic Reader."

Thomas P. Neill, Author, Professor of History,
Saint Louis University, Saint Louis, Missouri.
Topic: "The Historian's Search for
Truth."

The Speakers

MR. FRAZER G. POOLE, Director of the Library Technology Project, was formerly assistant librarian of Santa Barbara College of the University of California. His previous experience included work at the University of California Library, Berkeley, a year in the quality control department of the H. J. Heinz Company; United States Navy experience as an aerological officer; and a teacher at Catawba College, Salisbury, North Carolina.

The Library Technology Project was organized on May 1, 1959 when the Council on Library Resources, Inc., approved a grant of \$136,395 to support the project for two years. It was "conceived as a means of helping to free librarians from some of their non-productive, humdrum, and time-consuming tasks. Too many hours in the day of a trained librarian are spent in the administrative details of library work—the utilization of machines wherever possible would help to lighten the load." The foundation has three major objectives as noted by Mr. Poole:

- (1) to make available to librarians useful and scientifically determined standards and specifications for all types of library equipment and supplies;

- (2) to identify and plan areas of research that might result in the development of new or improved systems, equipment and supplies in the library economy;
- (3) to provide an information service for librarians covering materials, equipment and systems, and to keep librarians informed on the many phases of the standardization program.*

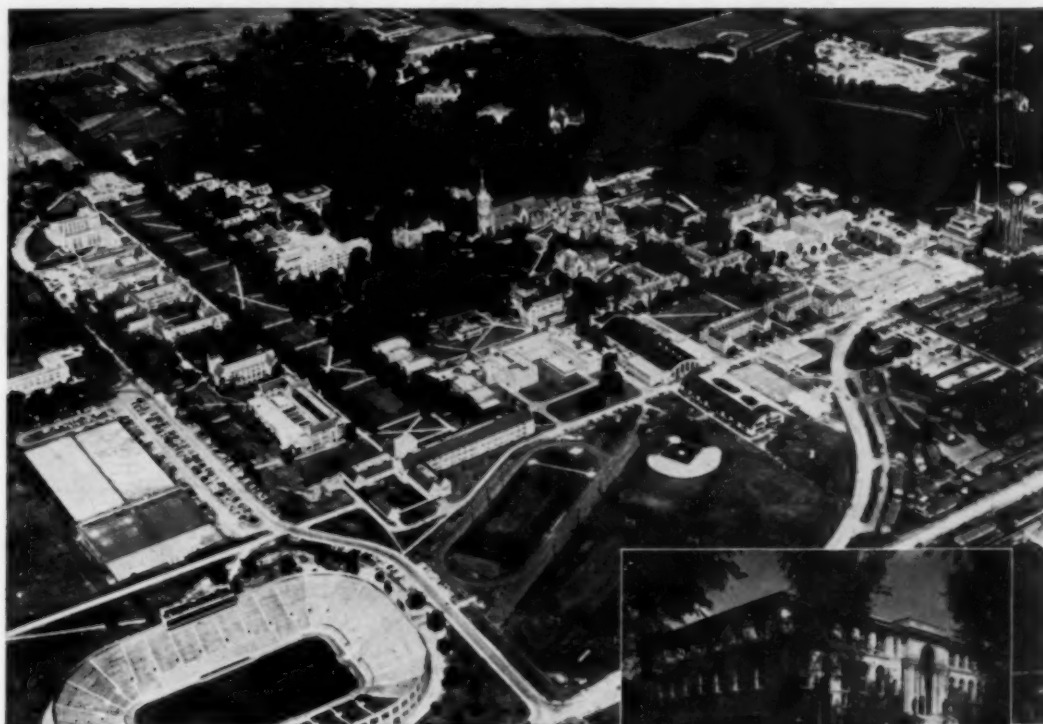
* ALA Bulletin V, 54, Jan., 1960, pp. 44-46.

Several additional grants have been obtained for improvement of specific types of equipment during the first two years of LTP's existence.

Mr. Poole's topic for the College and University Section, CLA, meeting on Wednesday, April 5, 1961, 10:30-12:00 is: "ALA's Library Technology Project—Past and Future."

WALTER J. ONG, S.J., professor of English at Saint Louis University, is known as a scholar in the Renaissance field and in the field of contemporary literature, and also as a prolific writer on problems of contemporary civilization.

Father Ong's two recent books on Renaissance



the university of notre dame

Home of "The Fighting Irish," Notre Dame is one of the nation's leading universities. Founded in 1842 by a group of French missionaries, Notre Dame today has 6,000 students, 483 faculty members, and 68 buildings on its vast 1100 acre campus. The famous "golden dome" atop the Administration Building is recognized as the symbol of one of America's great educational institutions. Notre Dame has recently launched a \$66,600,000 "program for the future" to "further the University's academic excellence." Part of this program is the future expansion of the university library facilities.

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intellectual history, *Ramus, Method, and the Decay of Dialogue* and *Ramus and Talon Inventory* (both published at Cambridge, Massachusetts: Harvard University Press, 1958), are the result of four years' research work in European universities and libraries, two of these years on a fellowship from the Guggenheim Foundation of New York.

Two of his other books analyze with great penetration the problems of contemporary man seen from the point of view of an American Catholic: *Frontiers in American Catholicism* (New York: The Macmillan Company, 1957), and *American Catholic Crossroad* (New York: The Macmillan Company, 1959), a Catholic Book Club selection.

He is the author also of numerous articles in literary and philosophical reviews and scholarly periodicals in the United States, Canada, and England, as well as in France, Switzerland, and Germany, and of studies in the books *Twentieth Century English*, *Immortal Diamond*, *English Institute Essays 1952*, *Problems of Communication in a Pluralistic Society*, *Literature and Belief*, and *Religion in America*.

Well known as a lecturer in the United States, from Boston and New York to California, as well as in Canada, and on national radio and television programs, he has also lectured widely in Europe, particularly (in French) to university and other groups in Paris, Bordeaux, and Toulouse.

Father Ong was born in Kansas City, Missouri, and finished his undergraduate studies at Rockhurst College before entering the Society of Jesus in 1935. He finished his studies in philosophy and theology (S.T.L.) at Saint Louis University, with graduate studies in English at Saint Louis University (M.A.) and at Harvard University (Ph.D.).

Father Ong is a member of the Renaissance Society of America, the Modern Language Association of America, the American Catholic Commission on Intellectual and Cultural Affairs, the Cambridge (England) Bibliographical Society, etc. He has served as chairman of the National Selection Committee for awards for graduate study in France under the United States Government Fulbright program, as regional associate for the American Council of Learned Societies, President of the Central Renaissance Conference, etc.

REV. DANIEL MOORE has been editor of the *St. Louis Review* since 1957 and before that time was its associate editor. Since assuming the editorship, Father Moore has won a 1959 award for excellence in editorial work and has done a great deal to improve other areas of the newspaper. The *St. Louis Review* has an outstanding Book Review Section.

Father Moore is much in demand for speaking engagements and has broad interests. He founded the Catholic Information Center in St. Louis in 1953.

His topic for the College and University Section, CLA on April 7, 1961 is: "Books, Newspapers and the Catholic Reader."

THOMAS P. NEILL, Author, Professor of History, Saint Louis University, Saint Louis, Missouri.

Author of the following books: *Weapons for Peace*, 1945; *Makers of the Modern Mind*, 1959 (Bruce); *They Lived the Faith*, 1951 (Bruce); *Religion and Culture*, 1952 (Bruce); *The Rise and Decline of Liberalism*, 1953 (Bruce); *The Common Good*, 1956; *History of the Catholic Church*, 1957 (Joint Author)—with Raymond Schmandt (Bruce); *Readings in the History of Western Civilization*, Vol. 1 (1957), Vol. 2 (1958) editor (Newman); 1859: *A Century in Review*, 1959 (Newman).

As he has said, "My articles and books have all grown out of my university courses or out of lectures I have been asked to give." Dr. Neill has contributed frequently to the *Catholic World*, *America*, *Commonweal*, *The Historical Bulletin*, *Journal of the History of Ideas*, *The Quarterly Journals of Economics*, and other scholarly journals. He is a member of the American Historical Society, the Catholic Commission on Intellectual and Cultural Affairs and other organizations.

His topic for the College and University Section, CLA, Friday, April 7, 1961, is: "The Historian's Search for Truth."

ELECTIONS 1961

CATHOLIC LIBRARY ASSOCIATION

In a few months Brother Arthur L. Goerd, S.M., will end his term of office as president of the Association, to be succeeded by Father Francis X. Canfield, president-elect. This will leave vacant the office of vice-president, two positions on the Executive Council, and an additional vacancy resulting from the resignation from the Council of Mr. Joseph Sprug.

The Nominating Committee for 1961: Sister M. Reynoldine, O.P.; Rev. Martin Peterson, C.M.; Miss Mary Alice Rea; Mr. Bernard H. Dollen, and Brother A. F. Thomas, Chairman, offers the following candidates. The Ballot below is not intended to be used in voting. Official ballots will be mailed to all members during the first week in February.

CATHOLIC LIBRARY ASSOCIATION

1961 ELECTIONS

SAMPLE BALLOT

Eight nominees are listed; vote for one in each group.

VICE-PRESIDENT (PRESIDENT-ELECT) Vote for one.

- ☐ William A. Gillard
- ☐ John M. Grey-Theriot

EXECUTIVE COUNCIL - TERMS EXPIRING 1967. Vote for one in each group.

Group I

- ☐ Rev. Redmond Burke, C.S.V.
- ☐ Rev. Nicholas J. McNeil, S.J.

Group II

- ☐ Anna L. Manning
- ☐ Margaret Mary Henrich

EXECUTIVE COUNCIL - TERM EXPIRING 1965. Vote for one.

(To complete the office vacated by Mr. Joseph Sprug.)

- ☐ Sister M. Berenice, R.S.M.
- ☐ Sister M. Avelina, C.S.C.

BALLOT MUST BE RETURNED BEFORE MARCH 1, 1961

TO THE CATHOLIC LIBRARY ASSOCIATION
VILLANOVA UNIVERSITY
VILLANOVA, PENNSYLVANIA

Biographies of the Candidates

WILLIAM A. GILLARD

Director of Libraries and Professor of Library Science, St. John's University, New York.

Education: AB, St. Thomas College (University of Scranton); LL.B., St. John's University; BSLS, Columbia; Graduate Study, Columbia.

CLA Activities: Chairman, Eastern Regional Meeting, 1939; Constitutional Committee, 1936-41, Chairman, 1939-41 and 1956 to date; Catholic Periodical Index, 1939-41; Executive Committee, 1954-56; Representative, Joint Committee on Library Education, 1959 to date, Secretary-Treasurer, 1960 to date; Chairman, Brooklyn-Long Island Unit, 1956-58; Chairman, College and University Section, 1953-55; Metropolitan Catholic College Librarians Unit, CLA Section Membership, College and University Section; Library Education Section.

Other Activities: NCEA Chairman Library Commission, 1942-43; Professor of Library Science, St. John's University, 1939 to date; Chairman of the Library Science Department, 1942-1957.

JOHN MICHAEL GREY-THERIOT

Assistant Librarian, Detroit Public Library.

Education: Business Administration Certificate, Xavier University, 1939; BS, Wayne State University, 1948; MALS, Carnegie Institute of Technology, 1950.

CLA Activities: Chairman, Catholic Book Week, 1957, Detroit Public Library; Public and Special Libraries, Michigan Unit, 1954-56; Michigan Unit, 1958-60; Secretary-Treasurer, Michigan Unit, 1954-58; Vice-Chairman, Michigan Unit, 1957-59; Advisory Board, Michigan Unit, 1960 to date; Editor, *Books for Young Adults*, *Catholic Booklist*, 1959 to date; *Adult Non-Fiction Books*, 1959; Catholic Book Week Committee, 1959.

Other Activities: Michigan Library Association; Michigan Adult Education Association, Advisory Board, 1956-58; Trustee, Marygrove College Library Guild, 1958-60.

REVEREND REDMOND A. BURKE, C.S.V.

Director of Libraries, DePaul University, Chicago, Illinois, since 1948.

Education: AB, 1936; MA, University of Illinois, 1938; BSLS, 1944, Catholic University of America; Ph.D., 1948, University of Chicago. Ordained, 1939.

CLA Activities: Chairman, College and University Section, 1957 to date.

Author: *Great Books and Christian Democracy*, 1948; *German Librarianship from an American Angle*, 1952; *What Is the Index?*, 1952; Associate Editor: *Buecher und Zeitschriften ueber Erziehung und Verwandt Gebeite*, 1945-50, 1952; *Catholic Booklist Annual*, 1953 to date; Editor: *Workshop on Law Library Problems*, 1953; *Culture and Communication Through the Ages*, 1953.

Other Activities: Associate Professor of English, Assistant Librarian, Dowling College, 1939-44; Associate Professor of Library Science, and Philosophy, Rosary College, 1944-51; Educational Consultant, University Libraries, Educational Bureau, United States Military Government, Germany, 1949; Chairman, Educational Committee, Community Fund of Chicago, 1953-54; Fellow Royal Society of Literature; Member, Manuscript Society; Director, Chairman, Public Relations Committee, 1957; President, Chicago Association of Law Libraries, 1954-55; President, Catholic Language Teachers Association, 1947-48; ALA; AAUP; American Philosophical Association; Bibliographical Society of America, Bibliographic Society, London; Illinois Library Association; MLA; Renaissance Society.

REVEREND NICHOLAS J. McNEIL, S.J.

Librarian, Cheverus High School Library, Portland, Maine.

Education: MA, English, Fordham University.

CLA Activities: Chairman, Elementary Section, 1954-59; Member, New England Unit.

Other Activities: Teacher, Holy Cross, 1941-

43, 1946-57; Executive Secretary, Jesuit Library Conference; Maine Teachers Association, English Section and Library Section; National Council of Teachers of English; New England Association of Teachers of English; Maine School Librarians, Member, Round Table Discussion Unit.

ANNA L. MANNING

Chief, Education Department, Boston Public Library, Boston, Massachusetts.

CLA Activities: Committee for First Catholic Book Week; Past Chairman, New England Unit.

Other Activities: General Assistant, Assistant, Children's Department, Chief, Teachers Department, and Curator of Education, Boston Public Library; Librarian, St. Theresa's Parish Library; Committee to Reorganize Paulist Information Center Library; Reorganization of Mary Immaculate School Library, House of the Good Shepherd; Instructor, Educational Reference; Instructor, Library Course for Nuns; ALA; SLA, Boston Chapter; National Woman's Book Association, Boston Chapter; Massachusetts Library Association; Pius XI Library Guild; Archivist, West Roxbury Historical Society, Massachusetts.

MARGARET MARY HENRICH

Assistant Librarian, St. Leo College, St. Leo, Florida.

Education: AB, Trinity College; BSLS, Drexel Institute of Technology.

CLA Activities: Chairman, Catalogers Round Table, 1955-56; Committee on Cataloging and Classification; Vice-Chairman, Philadelphia Area Unit, 1950-52; Chairman, Philadelphia Unit, 1952-54; Contributor to the *Catholic Library World*.

Other Activities: Assistant Librarian, Institute of Local and State Government, University of Pennsylvania, 1938-41; Assistant Librarian, Villanova University, 1942-55; Librarian, Institute of Local and State Government, University of Pennsylvania, 1955-58; Instructor, Villanova School of Library Science, 1942-50; Chairman, Philadelphia Regional Catalogers Group; Treasurer, Special Libraries Council, Philadelphia

Metropolitan Area; Chairman, Philadelphia Chapter, Association of College and Research Libraries; Drexel School Alumni Association—Vice-President, 1954-56, President, 1956-58; ALA; Florida Library Association.

SISTER MARY BERENICE, R.S.M.

Librarian, Mercy Hospital and School of Nursing, Buffalo, New York.

Education: BS, Canisius College; BSLS, St. John's University; MS in Ed, St. John's University; Certified Medical Librarian, 1953.

CLA Activities: Membership Committee; Executive Board, 1955; Vice-Chairman, 1955-56; Chairman, 1956-57; Advisory Board, 1958; Representative to Catholic Hospital Association, 1958; Representative to Medical Library Association Convention, Toronto, 1959.

Other Activities: Teacher, Elementary, Junior, and Senior High Schools, Buffalo; Canisius College; St. Bonaventure University; Sancta Maria College; Librarian, Canisius College, Mt. Mercy Academy, Mercy Hospital, St. Jerome Hospital; Coordinator, Libraries in Elementary and Secondary Schools, 1948-53, and Hospitals of the Sisters of Mercy, 1948 to date; Library Consultant; Editor and Contributor to professional periodicals; Lecturer; ALA; Adult Education Association; Medical Library Association; New York Library Association; New York State English Council; Western New York Catholic Librarians Conference; NCEA.

SISTER MARY AVELINA, C.S.C.

Librarian, Academy of the Holy Cross, Kensington, Maryland.

Education: AB, Dunbarton College; MA in Ed, and MSLS, Catholic University of America, 1952.

CLA Activities: High School Libraries Section, Secretary, 1953-54, Vice-Chairman, 1954-55, Chairman, 1955-56; Co-Chairman, Buffalo Conference, 1958; High School Section, Washington-Maryland Unit, 1960.

Other Activities: Secretary, Western New York Catholic Librarians Conference, 1956-58.

A Panoramic View of Saint Louis

BY SISTER JEANNE MARIE, O.P.

Librarian
St. Mark's High School
St. Louis, Missouri

In its 196 year history, St. Louis has often been called a conservative community lacking the necessary drive for expansion and business growth. Yet today the city is in the process of a change that is disproving this belief.

Pierre Laclede Liguist, youngest member of a New Orleans firm, was sent to establish a post for fur traders. In this way, St. Louis, named for Louis IX, the saintly French King, was founded. On February 14, 1764, Liguist sent Auguste Chouteau, a boy of 13 and a group of 30 men to clear a space in the forest on the west bank of the Mississippi, 20 miles below the mouth of the Missouri River. The settlement, under the rule of France and later Spain, was a trading center with the Indians of the region. In 1804, St. Louis, under the terms of the Louisiana Purchase, became a part of the United States.

Following the French and Spanish, Germans and Irish came to St. Louis in the 1840's. Later in the century, Italians, Russians, Syrians, Croats, Roumanians, and Poles came to the city. Each group made its contribution to the city's culture and increased the number of Catholics. Today, almost one of every three persons in St. Louis and in St. Louis county is Catholic.

Today's newcomers to St. Louis are largely Negroes from the South. In answer to their educational needs, the Most Rev. Joseph E. Ritter, Archbishop of St. Louis (now Cardinal), sent

out a letter in 1947 to the pastors of the different parishes stating that the children would attend the school of the parish in which they lived. The result was the prompt integration of all Catholic schools.

For those who are interested in history it is well to mention the Old Courthouse, scene of the Dred Scott Federal District Court Slave Trial, and the Campbell House, a mansion of the 1850's preserved with authentic furnishings and costumes of the period.

St. Louis had the first successful public kindergarten in North America in the Des Peres School, the first Manual Training School in the United States, and was the birthplace of the first St. Vincent De Paul Conference in this country.

Visitors to the city admire the unusual fountain designed by Carl Milles. Standing in front of the city's terminal, Union Station, it depicts the "Meeting of the Waters." The station, itself is the largest unified terminal in the country.

In 1876 the city of St. Louis separated from St. Louis county. The event was to affect one of America's most important cities. As a result, St. Louis, once fourth among American cities in population is now tenth, and its boundary lines make it the smallest in area of our major cities.

In 1826, St. Louis was established as a diocese, and became the third archdiocese in the

United States in 1847 when Bishop Kenrick became its first Archbishop. After his death, Archbishop Kain held office until 1903. Then, for the next 43 years, John Joseph Glennon was Archbishop of St. Louis. In 1946, Archbishop Glennon was called to Rome to receive the red hat of a Cardinal, but he died before he could return to St. Louis. Cardinal Glennon was the builder of the St. Louis Cathedral and Kenrick Seminary. The present Archbishop, Joseph E. Ritter, also recently named a Cardinal, has been a builder of schools and churches as well as a pioneer in school integration.

St. Louis University, founded in 1829 by the Society of Jesus, is the oldest university west of the Mississippi, with a present enrollment of more than 9,000 students. The university recently acquired land in the Mill Creek redevelopment area in order to enlarge its campus. Scholars from all parts of the country now travel to St. Louis University's Pius XII Memorial Library, the repository of the microfilm collection of the Vatican Library manuscripts.

Washington University, with a campus overlooking Forest Park, was established in 1853, and now has 13,000 students.

Other institutions of higher learning include three Catholic colleges for women, Webster, Fontbonne, and Maryville.

In the archdiocese there are 143 Catholic parochial schools and 35 Catholic high schools.

St. Louis has one of the America's finest symphony orchestras under the direction of Edouard Van Remoortel. It is the second oldest symphony orchestra in the nation.

Although the city's boundaries are limited, civic leaders have provided 68 parks and 250 recreational areas. The largest, Forest Park, contains 1,465 acres. It is the setting for the St. Louis Municipal Opera; its outdoor theater has a seating capacity of 12,000.

The City Art Museum has a permanent collection of 7,000 paintings. The building of Roman Classical style designed by Cass Gilbert, was one of the permanent buildings erected for the World's Fair of 1904. Recently a new restaurant, education wing and auditorium were added.

Another building dating from the 1904 World's Fair is the Jefferson Memorial where the Missouri Historical Society preserves letters, newspapers, books, and objects used by earlier generations.

Shaw's Garden, now known as the Missouri Botanical Garden, was founded in 1859 by Henry Shaw who left the garden to the city after his death. Since that time it has been a valuable cultural asset to St. Louis. The 73-acre garden contains the largest collection of plant life in the Western hemisphere.

An unusual greenhouse recently built at the Missouri Botanical Garden, a Fuller geodesic dome of aluminum and plexiglas, is 70 feet high and 175 feet in diameter. Gardens requiring 10 different conditions of climate are made possible by a dual air conditioning system.

At 3559 Lindell, The Center, is a meeting place for Catholics and inquiring non-Catholics. Its motto is "Restore all things in Christ." The purpose of the Center is to foster holiness in St. Louis by encouraging apostolates through corporate prayer, study, lectures and the exchange of ideas. Books, pamphlets, and religious articles are on display. Each month there is a program of special events, with exhibits by artists or lectures and discussions.

On the Mississippi River front, the original site of St. Louis, an area has been cleared to provide space for the Jefferson National Expansion Memorial, a part of the National Parks System. The dominant feature of the park will be a 590 foot steel arch designed by Eero Saarinen. Included in the Memorial are two historic buildings, the restored Old Courthouse, and the Old Cathedral completed in 1834, with its oil paintings and statues, in many cases sent as gifts from the Kings of France. This is the site on which the first Mass was celebrated in St. Louis in 1764.

The river front memorial will be a symbol marking St. Louis and Missouri as the Gateway to the West. At the base of the steel arch will be a triangle, some 60 feet on each side, tapering to about 18 feet at the top, where there will be an observation platform. At the base of the arch there will also be the Museum of Westward Expansion to record the story of American exploration and settlement in the years from 1803 to 1890.

The area near the Jefferson Memorial will include housing, a stadium, and the proposed Mississippi River Bridge. Plans are under way to complete the major features of the Memorial by 1964 for the city's two hundredth anniversary celebration.

The Saint Louis Public Library

BY ROSEMARY CALDWELL

Chief, Applied Science Department
St. Louis Public Library
St. Louis, Missouri

One block from the Sheraton-Jefferson Hotel, the Convention visitor will find the St. Louis Public Library. As he approaches from Locust Street, he may notice some of the carvings and inscriptions which create interest on the exterior walls; for example, the shields bearing emblems representing printers, with their names, dates, and the locations of their presses carved at the sides.

The front stairway, on Olive Street, leads to the main floor, with the Reading Room to the right of the Entrance Hall, and the Art Room to the left. Directly ahead is the Main Hall where the Public Catalog and the Information, Registration, and Circulation Desks are located. The room is two storeys high, with short passageways leading to the Open Shelves Room on the east and the Reference Department on the west.

The architectural style of the Central Library, completed in 1912, is early Italian Renaissance. The floors and lower walls of the entrance and Main Halls are pink Tennessee marble.

On the ground floor, among the most attractive rooms is the Children's Room with its oak mantel, and fireplace surrounded by decorated tiles.

The Teachers and Parents Room, the Music Room, and the Applied Science Department are on the west side of the ground floor. These departments are scheduled for expansion and, by the time the CLA meets in St. Louis, the Music Department will probably have moved to a new location on the east side of the building.

The Central Library's north pavilion consists of seven tiers of stacks, with glass flooring at each level above the ground floor. Here, the shelves contained some 660,000 volumes until 1958, when the Compton Annex was completed and approximately 200,000 books were removed to its basement.

The Annex, named for Charles H. Compton, Librarian of the St. Louis Public Library from 1938 until his retirement in 1950, is located at 1624 Locust Street, two blocks west of the Central Library. A two-storey building of contemporary design, the facade consists mainly of glass with metal trim; the side walls are of Indiana limestone and the rear of the building is faced with red brick.

The Film Library and Auditorium and the Extension Department occupy the first floor. The

Bindery, Staff Rooms and Meeting Rooms are on the second floor.

A garage at the rear of the building houses the library's trucks and bookmobiles. The Film Library may be entered directly from the parking lot, through doors which open automatically for the film-laden customer.

The library has twenty branches; the newest are the Crunden Branch at 20th and Cass Streets, and the Baden Branch at Halls Ferry and Church Roads. The Crunden Branch is in a neighborhood of large housing projects, which offers a great potential for juvenile and young adult readers. Two of the building's interesting features are a sound distribution system, and an assembly hall with folding doors to divide the room, so that different activities may take place simultaneously.

The Baden Branch opened on January 3, 1960. It is designed in neoclassic Roman style of red brick with a stone cornice and trim.

St. Louis is proud of its library buildings, but their contents are valued even more. Through the years, various strong areas have been developed in the collection through gifts and judicious buying. The Reference Department has good material in archeology, machine accounting and western travel. It is known also for its genealogy collection of eleven thousand volumes. The extensive map collection increases at an average rate of fourteen hundred pieces a year. Most of these are received as deposits from the federal government, but many interesting and unusual maps are acquired from other sources.

The Applied Science Department has a strong engineering collection, which began with a deposit given by the Engineers' Club of St. Louis. It consists principally of long runs of periodicals. United States, British, and German patents (the last from 1834-1939) are available in this department.

The Steedman Architectural Room, adjoining the Art Department, contains items which attract architects and students from afar. The collection is not large, but Mr. Steedman's original gift and his endowment for additions has enabled the Department to concentrate on quality. The Art Department contains a costume collection, and individual pictures, as well as books.

The Music Department has some twenty thousand scores, many of them procured when the best foreign editions were available. The

Teachers and Parents Room is for the use of local teachers and students of education. The St. Louis Public Library originated as a public school library in 1864, and the tradition of acquiring and preserving materials for educators has been maintained.

Like any large, aging public library, St. Louis has a number of old and/or rare books and a few manuscripts. In 1956, one hundred items were purchased from the Grolier Society Exhibit, illustrating the history of bookmaking. These include specimens of cuneiform tablets, papyrus scrolls, illuminated manuscripts and incunabula.

The Wolfner Library for the Blind is one of thirty regional distributing libraries for raised character and talking books provided by the Library of Congress. It serves about eighteen hundred adult and two hundred juvenile blind residents of Missouri and Kansas.

Of special interest to Catholic librarians is the St. Louis University Branch Library. In 1915, Cardinal Glennon, then Archbishop of St. Louis, presented the Catholic Free Library collection of five thousand volumes to the St. Louis Public Library, with the understanding that it would be serviced as a unit and made available to all patrons of the public library. This provided the nucleus from which the University Branch collection has grown. Most of the titles are duplicated in the Central Library, but specialized works and those of restricted interest may be found only in the campus Branch.

Six hundred books classified in philosophy are concerned mainly with Neo-Scholasticism and commentary on philosophers of every school. Approximately half of the eighteen hundred biographical works, and one-third of its twenty-four hundred fiction titles are Catholic. The Branch subscribes to thirty-three Catholic periodicals and, although none are bound, all are permanently retained. The Branch is located in Dubourg Hall of the University, near the Pius XII Memorial Library.

The Librarian and the Staff of the St. Louis Public Library invite the delegates of the Catholic Library Association to visit the Central Library and the Compton Annex—both are only a short walk from Convention Headquarters. Tours of the Central Library for small groups can easily be arranged with the Public Relations Office. The Branch librarians, also, will welcome visitors.

The Municipal Library of St. Johns, Quebec

BY JUANITA TOUPIN

Municipal Librarian
St. Johns

St. Johns (Saint-Jean), Quebec, is an industrial center about 23 miles southeast of Montreal. The city is built along the Richelieu River, known in Champlain's time as the *Riviere des Iroquois*, at the head of the Chambly Canal, a direct waterway to New York via Lake Champlain and the Hudson River.

St. Johns has played an important part in Canadian history. A fortification known as Fort Saint-Jean was built there in 1748; and during the American Revolution, Saint Johns became the key to Canada. The city also played a large part in the Rebellion of 1837. Today, the College Militaire, a training school for French-speaking officers, occupies the site of the old fort.

On February 2, 1959, a city by-law established St. Johns' municipal library, beginning by appointing the library's board of trustees. The board is composed of two city councillors, plus a maximum of 14 members selected from the citizens of St. Johns. The board is responsible for the selection of the librarian—the selected librarian is presented to the City Council and is then hired by a resolution of the council. The librarian's salary scale, and other working conditions are detailed in the resolution. The librarian acts also as secretary of the board of trustees. It is the responsibility of the committee to delineate the activities and services of the library according to the needs of the community.

During the initial preparations, the board asked me for an interview, to outline the public library project, and the tasks and duties of the librarian. The outline, my qualifications and experience met their requirements.

The Canadian Library Association scale of salaries and working hours were used in establishing the position. Since the city has no statutory increase, it is to be provided for in the annual budget. A pension fund has not yet been arranged, but an actuary has been employed by the city to study this problem.

The same by-law that provided for the nomination of trustees, gave them the privilege of making their own rules and regulations. But a board of trustees although composed of the most qualified citizens and endowed with the best of intentions cannot organize a library. This is where the qualified librarian enters into action—through his studies, his training and his experience, he will turn the project into a reality. Without a librarian, a library in the true sense of the word cannot exist.

It took years for the city of St. Johns to establish a library on the municipal level (there were several parish libraries at one time or another). The municipality purchased the old Post Office and anticipated that the library might be opened at once. However, few persons were aware of the complexities and time-consuming work necessary to get a library ready for service.

A few days after I became St. Johns' first public librarian, the city hall began to receive phone calls asking to know when books could be borrowed. At least the project interested a few people, but they were not aware of the ABC of its organization, and in spite of the explanations given, they refused to understand that a library, like Rome, is not built over-night.

When I was asked when I thought I would open the library, my answer was: "At the end of May or early June." (I had started to work on January 4th.)

My desires equalled those of the citizens of St. Johns who for years had yearned for a library. It was also for me a life-time dream—to start a project and through daily work and struggle to foster its growth and see it blossom into a real library. Remembering my own joy as a child using the library in the summer, I wanted to give the children of St. Johns their library by vacation time. I had six months to fulfill my dream.

On June 28th, 1960, at 10 o'clock, the St. Johns Municipal Library opened its doors. About 1,200 children invaded the library. Seeing the joy on their faces made me forget the troubles, worries and fatigue in the work of organization. I knew that the combined efforts of my voluntary workers and myself had not been in vain; the first day was a reward in itself . . . and so were the many others that were to follow.

At the present time the library occupies the basement of the old Post Office. In time it will occupy the entire three-storey building. I was spared the cleaning—and I will spare you all the stories I heard about it. Nevertheless, I do not recommend this practice; the work should have been done under the librarian's supervision. Money could have been saved, delays avoided, and more space provided for the library.

The first thing required was the layout of the floor and the walls. A contractor, a member of the Richelieu Club which sponsored our library, voluntarily sent his draftsman to do the required layout.

How often (on paper) did I move the library around, to make it adequate to house a collection suitable for my clientele. The planning, which caused me many a headache, proved itself adequate.

Now it was time to purchase the shelving and the furniture. Wood, steel, standard and cus-

tom shelving were studied. Steel shelving providing space for 8,000 books was purchased at a cost of \$1,586.

School furniture did not appeal to me. A library need not look like a classroom. The standard furniture available was either American, or Canadian copies—both were beyond our means. In a preliminary budget, an amount of \$5,000 was granted to cover the cost of shelving, furniture and office equipment. I wanted to use modern, preferably Scandinavian, furniture. But what would be the reactions of the board, of the city councillors, and the people themselves? The board agreed, as long as the specifications for library furniture were met. But I had also to keep in mind the city's policy of encouraging local trade.

Fortunately, a St. Johns' manufacturer produced such furniture. I met the designer and put forth my project. My vocabulary was not strange to him and he was ready to meet the specifications and requirements. A few days later the specifications were on the agenda for the councillors' meeting. I said a little prayer, "Please, make the city councilors generous—for the children's sake." My prayer was answered.

We were now at the end of January. Books had to be ordered. In St. Johns, registered in the various schools, there are 8,279 children of whom 871 are English-speaking. I needed at least one book for each child—and nine French books to each book in English. I established the average age of my future readers and used this as a guide to build my collection.

I had \$11,000 at my disposal. This was a gift from the Club Richelieu, the patron of the Children's Library of St. Johns. In its honor, and to underline the donation, the Children's section is called the "Salle Richelieu." This was in line also with the bishop's request that the Club Richelieu was to look after not only the needy and handicapped children, but also the healthy ones. A children's library adequately housed and organized would best serve the needs of all the children of St. Johns.

At the beginning of February, I started visiting book stores and spent hours selecting books. I had studied many catalogs, but I did not work with a book list. This is not the normal way to proceed, but my excuse was lack of time—the library was scheduled to open at the end of May

or early June. I should add that I had worked for five years in a children's library and had spent my early life in one. So, looking over the books was for me a faster process. One of three things could happen: (1) The book had been in the children's collection where I had once worked; (2) I had read the book; or, (3) If it was a new title or collection, the bookseller could tell me if it had been purchased by the Montreal Catholic School Commission. Knowing their standards for book selection, I knew I could depend on their choice. Nonetheless, the books purchased were later compared with standard lists.

All went well until February 12th, when I slipped on an icy sidewalk and broke my leg in three places. But the show had to go on. Three days later I was back at the library provided with crutches, a wheel chair, and with my transportation problem solved. Since I was employed by the city, why would not the city police drive me back and forth every day. As soon as suggested, it was agreed upon. I do not recommend breaking a leg, but I must say that a daily ride in a patrol car is good publicity for a new library.

Though things were going well, I was alone at the library and working even night and day, I would never have gotten the books ready on time. Then I thought of a solution: The Richelieu Club had collected the money for the books; would not their wives contribute their time to prepare the books? I arranged for a meeting with the officers of the club and obtained their approval. Working teams were organized, with one member of the board assigned to recruit working girls. Four nights a week, we worked for a minimum of three hours on book preparation. A total of 600 working hours was donated to the library. This procedure proved an economical way to overcome the labor shortage, and by the same token, it made the volunteers conscious of the amount of work involved before a book is finally placed on the shelf. The women took an active part in the organization of the library. Their interest was awakened, and they now followed the library's growth in a very special manner. The library had become a part of their world and they felt that their help was needed and appreciated. The wives of the Richelieu Club members, most of them mothers, were happy to work on the books that soon would be the delight of their children.

The Commercial School students volunteered to type the book cards, and more than 3,000 were completed in a single day. Now the books were ready. With the help of an experienced and competent librarian, the books were graded and sorted into two categories: fiction and non-fiction. Three thousand eight hundred and sixty books were on the shelves for the opening day.

During the organization period, the library doors were never closed—the more daring could come in to see how the work was progressing. When I heard complaints about the time it took for the library to open, I would stop work and point out the amount of labor involved in preparing a book for loan. A few organizations invited me to talk about the library project, and I also had my first TV venture. The local papers followed the work in progress and published articles. All these were excellent means of notifying the public that a library was being organized in their town. Above all, I feel that the desire for a library must come from the heart; in this lies the success of a library. It is not an overnight achievement, but the result of countless efforts and the painstaking and endless struggles of the pioneers of the library project. The citizens of St. Johns earnestly desired their library. They sent me their children on the opening day, or came along themselves to introduce them to the library.

June 28th, 1960 was a great day. There were children everywhere; they did not stop coming in; the emergency exit had to be used. One thousand two hundred came to get registration cards and 410 proudly brought them back with their parents' signatures. The turmoil was such that people on the main street wondered what was happening at the corner of the old Post Office. They soon found out when they saw beaming children carefully carrying their first library books home. After four days, one-tenth of the school-age population had joined the library. This figure was increased to one-fourth within a month. By early October, one-third was reached and now the inscription is progressing at a rate of about 200 to 300 a month. More than half are active members. During July and August, 19,848 books were borrowed—an average of 441 books daily. Since September, nearly 6,000 books have been circulated each month.

My first problem was to try to train these lively youngsters in order to establish a certain discipline. There was always a race for chairs and books. Less than a week after the opening, the album shelves were empty. A librarian came to my rescue. More than 400 books were shipped from Montreal. Received on Thursday afternoon, they were on the shelves by Monday, and at the end of the day more than half were in circulation.

This time the children had helped to prepare the books. The children helped to increase the collection by 2,000 books during the summer. They worked as hard as I did, with all the enthusiasm of their youth. Together, the children contributed nearly 1,000 working hours. They understood that it was their library, and through their work they realized the amount of effort required to provide them with a library. In their own way they were saying thank you. Seeing them at work, you would think the librarian's profession had no more secrets for them. And, indeed, there may be future librarians among them.

And yet my immediate problem is not solved. I need permanent help. The assistants I had for the summer were temporary, and I lost them with Labor Day. This was a loss for me but a gain for the teaching staff of a large Montreal High School; both assistants are in training as future teachers, and their library experience should prove valuable.

The cataloging and classification of the collection is also still in an incomplete stage, and I must undertake this task as soon as possible. This has become an acute need since the schools have opened. Every day, I feel paralyzed in my attempts to help students with their research work—school libraries have not as yet been organized in St. Johns, and we must attempt to fill the gap.

But in all things the town of St. Johns has been generous. I hope the same generosity will be continued through the years, and that a provincial grant will be received to enable us to carry out the complete library project which will include an adult and young adult section, together with the services necessary to them.

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The Treatment of Death in Children's Literature

BY
SISTER M. PAULA, O.S.F.

Assistant Librarian
College of St. Francis
Joliet, Illinois

A condensation of a paper submitted to the Graduate Faculty of Rosary College, Department of Library Science, in partial fulfillment of the degree of Master of Arts in Library Science, June, 1960.

More and more of the popular family magazines are carrying articles telling parents how to explain death to their children. There are a few minor controversial points, but by and large the doctors and psychologists who write these articles agree that children should be told about death. Innumerable methods are expounded—some use the death of pets as an example; a few try to explain death biologically; others tell of a better world beyond the stars. Catholic children, who know they are made to love and serve God, are told death is going to God to be happy with Him forever.

As a librarian, the thought struck me: Why haven't any of these writers suggested telling the child a story where the hero or heroine meets death in a loved one and accepts it serenely as the will of God. Perhaps there were no such stories in existence. I decided to investigate.

First of all, what concepts do children have concerning death? Between the ages of three and five, children believe the dead and lifeless to be alive.¹ Death holds for them mostly an intellectual interest. But for children of seven, death becomes somewhat more personal. The idea of their own death becomes apparent, but still they manifest more interest in externals like coffins and cemeteries.² Seven to eight is the

critical year in the development of death, for this is the turning point.³ By nine or ten, children are ready for as full an explanation as parents may wish to give.⁴ Death has now become a natural phenomenon and children no longer limit their interest to its appurtenances. By eleven they want to know what it feels like to die, and are becoming concerned with the question of life after death. From now on the parents' attitudes toward death will greatly influence the children. Reading can also be a help to children in understanding death, but only if the literature has not lost touch with reality. Reading must be an experience from which children emerge determined to wrestle with reality, not a place of refuge from the unresolved contingencies of life, nor the source of a false strength stemming from vicarious heroics.⁵

Looking back over the early history of children's literature in America, there is no dearth of stories concerning death. Written in England in the late seventeenth century, *A Token for Children* soon found its way to America and became popular. Next to the Bible it was more often recommended than any other book.⁶ The complete title reads: *A Token for Children, Being an Exact Account of the Conversion, Holy*

and *Exemplary Lives, and Joyous Deaths of Several Young Children*. Thirteen model children die between its covers; it tells, for example, of the death of little Sara who was only eight years old. Her parents were Quakers who wrote an eight-page biography of her a month after she died. They told of her pious life and her devotion to reading scripture.⁷ A glance at the opening words of the *Token* gives a general picture of the content:

You may now hear (my dear Lambs) what other good Children have done, and remember how they wept and prayed by themselves; how earnestly they cried out for an interest in the Lord Jesus Christ. . . . Would you be in the same condition as naughty Children: O Hell is a terrible place, that is a thousand times worse than Whipping. God's Anger is worse than your Father's Anger.⁸

The presentation of life to children in England and in the colonies was one of a "hard and cruel bondage from which an early death was to be counted a joyful escape."⁹

Issued in Philadelphia in 1717, *A Legacy for Children* by Andrew Bradford "tells the story of Hannah Hill, who lived to be eleven years and three months of age before dying a praiseworthy death."¹⁰ In this rather morbid work, Hannah's dying expressions are collected for the young reader. Hannah also took delight in reading the scriptures and other good books.¹¹

A Little Book for Little Children, by Thomas White, contained stories of early piety and edifying deaths.¹² Children are to be seen and not heard, but we are led to believe that in the eighteenth century they were more important when dead. "Funerals were frequent and ceremonious; even the youngest boys and girls learned to think about and to dread death, and to expect it at any moment."¹³ Meditative food was provided, even for a two-year-old:

I, in the Burying Place may see
Graves Shorter than I;
From Death's Arrest no age is free
My God, may such an awful Sight
Awakening be to Me!
Oh! that by Grace I might
For Death prepared be.¹⁴

The earliest extant copy of *The New England Primer*, 1727, carries out the theme of "early death and the necessity of preparing for it."¹⁵ Startling realism was found in the pictures of hell's terrors and heaven's glories. Death was kept before the children's minds in:

Our days begin with trouble here,
Our life is but a span;
And cruel death is always near,
So frail a thing is man.

and the rhyming couplets:

In Adam's Fall
We sinned all.

and:

Xerxes did die
And so must I.¹⁶

Gruesome indeed was Foxe's *Book of Martyrs*, but it was also a household treasure. Samuel Sewall tells in his diary of 1672 that it took his little daughter Betty three months to complete the first volume.¹⁷ The purpose of this worthy work was to keep before the Puritan child's mind the memory of the persecutions that accompanied the beginning of Protestantism. "Had the Puritans but known it, they would have been confounded to realize that the very name of the new book was of Roman Catholic origin."¹⁸

In 1762 from the press of Timothy Green in Boston, appeared the following title: *A Little Book for Children Wherein Are Set Down Several Directions for Little Children . . . Divers Whereof Are Lately Deceased*. An earlier example was *The Life and Death of Elizabeth Butcher*, a chap-book that had gone through two editions by 1720—issued by Zechariah Fowle, it told the story of a saintly child who died at the age of eight.¹⁹

Seemingly a book of conundrums would be in a lighter vein, but eighteenth century twists made even these morbid. *From The Big and Little Puzzling Caps*, there is:

There was a man bespoke a thing,
Which when the maker home did bring,
This same maker did refuse it;
He who bespoke it did not use it
And he who had it did not know
Whether he had it, yea or no.

The answer, in the form of an illustration, was a small coffin.²⁰

Benjamin Franklin's wit could stand just so much of such mortuary effusion, and in 1719 under the pseudonym of Mrs. Dogood, he wrote the following in his brother's paper:

A Receipt To Make A New England Funeral Elegy

For the title of your Elegy. Of these you may have enough ready made at your Hands: But if you should chuse to make it yourself you must

be sure not to omit the Words *Aetatis Suae*, which beautify it exceedingly.

For the subject of your *Elegy*. Take one of your neighbors who has lately departed this life; it is no great matter what age the Party Dy'd. . . .

Having chosen the Person, take all his Virtues, Excellencies, &c., and if he have not enough, you may borrow some to make up a sufficient Quantity: To these add his last Words, dying Expressions, &c. if they are to be had: mix all these together, and be sure you strain them well. Then season all with a Handful or two of Melancholy Expressions, such as *Dreadful, Dreadly, cruel, cold, Death, unhappy, Fate, weeping Eyes, &c.* . . .

N.B. This receipt will serve when a Female is the subject of your *Elegy*, provided you borrow a greater Quantity of Virtues, Excellencies, &c.²¹

Even the book *Goody Twoshoes*, which is an excellent example of the best of early fiction for children, could not resist the subject of death. Goody gave sage advice to her charges: "Therefore, play, my dear children, and be merry; but be innocent and good. The good man sets death at defiance, for its darts are only dreadful to the wicked."²²

Although we are considering only the story book, nursery tales achieved such great popularity in the eighteenth century that they cannot be overlooked. They belong to the story-book group even though written in verse. Mother Goose Melodies began to appear about 1760.²³ Isaiah Thomas brought these rhymes to America, but it was not till after the Revolution that he began publishing them in this country.²⁴ Here the reader finds an entirely different approach to death than has been previously noted. A child's sympathy might be aroused for Humpty Dumpty but he does not become morbid over his accident. There is also the familiar story of "The babes in the wood" who after their deaths were tenderly covered with strawberry leaves by the robins. One of the longest of the nursery tales is the story of the marriage of Cock Robin and Jenny Wren which ends in "The doleful death of Cock Robin" and his burial.²⁵

In Jane Taylor's *Select Rhymes for the Nursery* we find a revival of the colonial attitude towards death:

You are not so healthy and gay
So young, so active, and bright,
That death cannot snatch you away,
Or some dreadful accident smite.

Here lie both the young and the old,
Confined in the coffin so small,

The earth covers over them cold,
The grave-worms devour them all.²⁶

Needless to say, Mother Goose still lives, but who has heard of Jane Taylor?

Children of the early eighteenth century, having no literature of their own, read adult novels that were abridged for them. Richardson's *Clarissa Harlowe*, originally in seven volumes, was condensed to 176 closely printed pages. A glance at the death scene will give a sampling of the style and an impression of what the children of the time found zestful. Clarissa lay on her death-bed surrounded by friends. She gave orders for the disposal of her body. Her last speech was long and broken by dashes, her head sank, she regained consciousness and waved to her cousin, uttered her last word, and was gone. The final illustration of the book represents Miss Howe grieving over the corpse of Clarissa lying in the coffin.²⁷

Not until the beginning of the nineteenth century did fairy tales become an accepted part of children's literature. The Grimm brothers who broke into English about 1823²⁸ and Hans Christian Andersen who appeared in English in 1846, had much to do with children's literary heritage.²⁹ To list all the fairy tales dealing with death would be an endless task: Hansel and Gretel, Snow White, Rumpelstiltskin, and the many others. In these stories it is the witch, the ogre and the dragon who meet their end. But by the middle of the nineteenth century and *Uncle Tom's Cabin* we find that Harriet Beecher Stowe has a "variation of the well-worn theme of the abnormally good child who can never remain long in this world."³⁰

In 1867 began the publication of a series that could still be found in print in the 1940's. *Elsie Dinsmore* can be followed volume through volume as the reader makes his tearful way, and Elsie's friends die, one by one.³¹ In this same year America was introduced to the March family in *Little Women*. Today, after almost a hundred years, thousands of readers are still sorrowing over the passing of gentle Beth.³²

Through this brief sketch of American children's books, we see a certain evolution of the treatment of death. The stern reality of the Puritan gave way to the romantic, but still real, presentation of death in the late nineteenth and early twentieth centuries.

Is there anything so fearful or fascinating in life and in books as death? What child fails to be impressed by it? From a number of published reminiscences, we know that a child's whole world can be shaken by death. There is, for example, the record of Steele's parents' death in the *Tatler*. Tolstoi's memoirs tell also of the childish sorrow experienced in the death of a dear one.³³ And we know the tremendous impact of the death of Mrs. Martin on the Little Flower as the saint records it in her autobiography.³⁴

May Hall in *Writing the Juvenile Story*, explains that some editors will accept the treatment of death and others will not. Objections that the inclusion of death induces morbidness and depression, are raised. Today's children, however, do not really take things so hard. A librarian reminds us that "death, like any reality, has to be faced by young and old alike, so why this squeamishness?"³⁵ It is true that the subject must be handled with delicacy and tact. In an enlightening article written in 1958 by three children's book editors, it is implied that death is still on the unwritten taboo list. Yet "... if an unwritten law of censorship exists, so do books that prove it can be broken."³⁶ In *The Dead Bird* by Margaret Wise Brown (Young Scott Books), the author describes the physical details of death: no heartbeat, coldness, and stiffness. "Editors agree, however, that where use of a taboo element does not seem necessary to the plot or characterization, they ask an author to revise his manuscript."³⁷

Joetta Frank concludes that the reality of death is evaded in current books for children:

Some concept of death is necessary to everyone, and this includes children. I suppose it is in the nature of all of us to evade painful necessity as long as we can. Yet we ourselves derive deep satisfaction, strength, and comfort from reading books in which moving or tragic situations are interpreted on a high level of art. May not our children need these same profound reading experiences to support them in what life may bring?³⁸

A child psychologist writing for *Junior Reviewers* confirms that today there are few stories about death. This is in keeping with the belief that knowledge of death is psychologically harmful for children.

Bringing death into fiction . . . is no more than fulfilling fiction's accepted role. It has always been to provide the unusual and unfamiliar. Now that

death has become so for many young people, fictional death can play its part in introducing children to one of life's most challenging problems.³⁹

Is it true? Has death been eliminated or presented only in its physical aspects in our literature—our children's literature? If it does appear, how is it treated in contemporary American culture?

After examining 152 of the starred or double-starred books in the fiction section of the ninth edition of the *Wilson Children's Catalog*, these conclusions have been drawn.

The majority of the deaths contained in these children's books are of animals. Most of the deaths are the result of man's need for food or the necessity of self-preservation. If the dying animal is a pet, its death proves a maturing experience for its owner. In books in which animals play the leading roles, a respect for life is taught. There is no killing for killing's sake. One human killing occurs in self-defense when the hero's brother is captured by Indians. A single suicide occurs but it is that of a minor character. Not one hero or heroine dies in any of these books—a marked difference from the many instances we have noted earlier.

In two books the dead are made to live again in the imaginations of two lonesome children who want companionship. There is no fear shown under these circumstances.

In the over-all picture of children's fiction written between 1930 and 1956, human death is not adequately treated. Indians are killed and pioneers die of illness and hardships, but there are few deaths of persons known intimately to the reader. No individual who is near and dear to the main character, ever dies "on stage," that is, in a scene in which the hero is present. If anyone close to the hero is to die, the author sees to it that he is dead before the book opens. There are two books in which a mother and a brother die during the course of the story, but the main character is told about it after it is all over and the dead are buried. Mothers and fathers somehow always come through the severest illnesses, or else the reports of their deaths prove false.

In contrast to all this, it seems only proper that death should appear in stories concerning day-to-day living since death is a daily occurrence in our world.

Considering the publication span covered by these books, one is rather surprised not to find more twentieth century war stories. In only one book with an American setting, is there a reference to World War II, and that is brushed off in several sentences. Looking at the number of Revolutionary War stories and Civil War stories coming from the press today, a time might yet come when World War I and II will appear more often in American literature for children.

Orphans are still in vogue but they are not quite so popular as they were in the eighteenth century. With one exception, among the works checked in the *Wilson Catalog*, the hero or heroine is orphaned before the book opens—this is the case in 40 of the 152 books examined.

In general, among these books, the attitude toward death is Christian, but references to the hereafter are vague in 20 of the 152 books that mention it. The fictional Indians believe in a spirit world; and if it is a rather worldly spirit world, it is nevertheless a life after death. For some, heaven means a pleasant place with plenty of food, and their departed loved ones awaiting them. No mention is made of God. Prayers are offered for the dead in only six books, and Purgatory is referred to only once. Not too infrequently the living selfishly wonder what is going to happen to them now that they are left alone—there is little concern for the souls of the departed.

No one who works with children and books would want the pendulum to swing back to the seventeenth or eighteenth century in respect to the treatment of death in children's literature. But between the treatment of that time and the present consideration, there should be found a path that will give the small readers their due. Shielding children from something that is inevitable will only harm them in the future. This important problem of the treatment of death should give our modern editors and writers for children some food for serious consideration.

FOOTNOTES

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²⁷ Halsey, *op. cit.*, pp. 82-85.

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²⁹ Meigs, *op. cit.*, p. 205.

³⁰ Adams, *op. cit.*, p. 93.

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THE NATIONAL CATHOLIC STUDENT LIBRARY ASSISTANTS ASSOCIATION

BY BROTHER FRANCISCUS WILLETT, C.S.C.

Bishop Hendricken High School
Warwick, Rhode Island

The National Catholic Student Library Assistants Association had its beginnings in 1958 at the Catholic Library Association Convention in Louisville. The High School Libraries Section of CLA devoted its sessions that year to a discussion of student library assistants—their usefulness, their problems, their possibilities. A suggestion was made to form a national organization to serve individual libraries as a source of ideas, inspiration, and awards. It was tentatively agreed that such an organization would be useful.

The CLA convention at Chicago saw the birth of the NCSLAA. Father John R. Whitley, C.S.B., chairman of the High School Libraries Section, and Sister M. Naomi, S.C., had been busy preparing a prospectus for the organization, preparing charters and award certificates. About fifty schools became charter members in the next few months. At this time, I was asked to assume the chairmanship of NCSLAA.

For a year, the main functions of the NCSLAA were to issue charters to schools and award certificates to student library assistants in member schools. Now that our membership is over 150 schools, and after issuing about 1,000 award certificates, we are beginning to expand our operations.

We are preparing a manual for librarians on the organization and utilization of student library assistants. It will be sent to each member school, and given to new members. Though other publications exist, we think that few contain so many ideas in so brief a space.

Another publication in the "thinking" stage is an idea manual for club meetings and other student assistant activities. The success, and the very existence, of this booklet will depend on the cooperation of high school libraries. We need news of activities, reports on meetings, scripts of skits and plays. Any librarian, member of NCSLAA or not, is asked to send me these ma-

terials. So far as possible, credit will be given for use.

More nebulous are two contests we are thinking about. One is an essay contest for student library assistants. The other is far more grandiose—a "Student Library Assistant of the Year" award. These may never come to fruition, but they serve to show the kind of thinking we are doing.

Who may receive a charter in the NCSLAA? Any Catholic High School library which has student library assistants and whose librarian is a member of the Catholic Library Association and the High School Libraries Section. An application for charter can be obtained by writing to me. A charge of \$2.00 is made on the issuance of a charter.

We have two awards available to librarians who wish to give recognition to their student assistants. One is the regular certificate, given at a 75-cent fee. A "citation of merit" award is also available, intended for student library assistants who are seniors, and who have done meritorious work. Such student assistants have already received the regular award. Their fee entitles them to receive the citation without added cost. (Requests for these awards should likewise be directed to me. A folder explaining these and other matters will be sent on the receipt of a self-addressed, stamped envelope. A fuller explanation regularly appears in the *Newsletter* of the High School Libraries Section. Of course, these awards are issued only to member schools.

Such is our organization, a branch of the High School Libraries Section, which is a branch of the CLA. We are a young organization, full of vitality but with some organizational problems, for which we plead indulgence. Father Whitley and Sister M. Naomi have planted well, and still work hard in the field. With their help, we will work toward a greater National Catholic Student Library Assistants Association.

CLA NEWS AND VIEWS



BY SISTER EDWARD, S.C.L.

Central Catholic High School
Billings, Montana

Meetings come and meetings
pass but new Units make
real news

NEWEST OF CLA UNITS AND FOURTH in New York State, the OGDENSBURG DIOCESAN Unit brings the total of CLA Units to thirty-four. At its fall meeting, October 22, at Pius X High School in Saranac Lake, the President, Sister M. Joseph, S.S.J., Immaculate Heart Academy, Watertown, presided; the Secretary, Mother Margaret Mary, O.S.U., St. Joseph's Ursuline Academy, Malone, read the minutes of the preceding meeting.

Dr. M. Frances Breen, Librarian, Plattsburgh State University College of Education, Vice-President of the Unit, reported on the pre-conference and college and university sections of the New York Library Association meeting in Syracuse. Dr. Breen was named chairman for the CBW Essay Contest. Sister M. Agatha, G.N.S.H., and Sister M. Joanne, G.N.S.H., of St. Mary's Academy in Ogdensburg, were chosen chairmen to prepare the Christmas Book List.

At the spring meeting, the second Saturday in May, new officers will be elected.

Future tense . . .

It's not too early to make plans to meet representatives of all Units at the National Conference April 4-7, Sheraton-Jefferson Hotel, St. Louis, Missouri.

The WESTERN NEW YORK CATHOLIC LIBRARIAN'S CONFERENCE is looking ahead to the celebration of its Silver Jubilee in May, 1962.

So successful was the Silver Jubilee meeting this fall of the MIDWEST Unit sponsored by the high schools of the two Kansas Cities that the high school librarians of Wichita are planning for the 1961 meeting. In 1962 Mount St. Scholastica College, Atchison, Kansas, will be host.

At the December 11 meeting of the PHILADELPHIA AREA Unit, Mater Misericordia Academy, Merion, plans were formulated for the fourteenth annual Library Conference and Catholic Authors Luncheon, to be held February 11, at the Bellevue-Stratford Hotel.

The Villanova University Library will be the scene of the spring meeting, April 30, as it was for the Library Workshop, July 16. The workshop theme was "The School Library: Today's Reality, Tomorrow's Vision." A panel composed of Father Vincent Negherbon, T.O.R., Librarian, St. Francis College, Loretto; Margaret C. Rehring, Supervisor, Libraries and Foreign Languages, Cincinnati Public Schools; and Rachel De Angelo, Coordinator, Library Education Program, Queen's College, Flushing, discussed school libraries of yesterday, today, and tomorrow. "Books that Have Shaped the Past" and "Books of Today that Should Endure" occupied the attention of the Elementary and Secondary Sections.

Because they want to . . .

Growing out of a suggestion made at the adult CBW program of the SAN ANTONIO Unit

a year ago, the Catholic Book Forum, composed of persons interested in discussing worthwhile books, has proved successful in its initial sessions. Fourteen persons engaged in a lively exchange of ideas, September 22, after having previously read Mauriac's *Vipers' Tangle*. For the December 1 meeting at the University of St. Thomas, the paperback edition of Reynold's *St. Thomas More* was the basis for discussion.

For each session two people are assigned to prepare a list of lead questions. There are no dues. No refreshments. To maintain informality, groups are being limited to fifteen members. Additional groups may be formed for consideration of other books.

The Student Library Assistants Guild, GREATER NEW YORK Unit, is continuing its praiseworthy custom of donating new books to Junior Newman Clubs in honor of the Christ Child. The recipient this year was the Junior Newman Club of Walton High School, the Bronx, the sixth such library that SLAG has started, since 1955.

At their fall meeting, November 16, Academy of Mt. St. Ursula, the Bronx, about thirty member library clubs discussed "The Role of the Student-Librarian in the Lay Apostolate." The teen-age library volunteers agreed that Catholic students attending public schools and those reporting to Catholic schools for religious instruction should have access to Catholic school libraries and share in the social life of the Catholic school and parish. Ethelmary Oakland, a librarian on the staff of Seton Hall University Library, South Orange, New Jersey, who organized and moderated SLAG (1955-1960), addressed the students and encouraged them to put into practice the ideals of their lay apostolate.

The host students presented a short dramatic episode, "The Martyrdom of St. Ursula."

More about SLA's . . .

Student panelists discussed such topics as "Browsing Time," "High School Students and Best Sellers," and "The Active Library Club" at the Fall Library Literary Conference, Villanova University, October 29.

Number 2 of Volume I of the MID-SOUTH CONFERENCE Newsletter was brightened by the inclusion of several pictures, including that of Brother Arthur Goerdt, S.M., CLA President,

guest speaker at the twentieth annual MID-SOUTH CONFERENCE, Saint Agnes Academy, November, and of student library assistants, who had a part in the program. The theme was "Mid-South Libraries and the Standards for the Future."

Speaking of publications . .

Three books by William J. Kiefer, S.M., Chairman, High School Section, WESTERN PENNSYLVANIA Unit, will be published soon. Late this month Bruce will bring out his book on Father Chaminade, founder of the Marianists; and in May or June, his biography of Pope Leo XIII, the first American biography of the Pope in fifty-seven years. Eight years in the making, the book will be complete with illustrations. Brother's third book will be based on Brother William Weherle's notes on Christmas and will be entitled *Symbols of Christmas*. Brother Weherle died just two days before Christmas, 1959.

Among the interesting and worthwhile articles in the fall issue of the HIGH SCHOOL LIBRARIES Section, CLA, *Newsletter*, edited by Mother M. Ancilla, O.S.U., Corpus Christi High School, St. Louis, Missouri, was a page on "Library Policies and Practices" concerning uniformity, librarians' reports, and rebinding of books, credited to Sister M. Naomi, S.C.

Another page, presenting the "Voice of the National Catholic Student Library Assistants Association," suggested ideas and projects for the library club, and announced the publication of a *Librarians' Handbook of Student Library Assistants*, and the change of address of the Chairman of NCSLAA:

Brother Franciscus Willett, C.S.C.
Bishop Hendricken High School
2615 Warwick Avenue
Warwick, Rhode Island

Charters, certificates, information may be obtained from this address; official Student Library Assistants pins may be ordered from Father John R. Whitley, C.S.B. The Aquinas Institute, 1127 Dewey Avenue, Rochester 13, New York.

The November issue of *Library News*, Mt. St. Scholastica College, Atchison, Kansas, celebrated National Bible, Election, Education, and Book Weeks, including a deep bow to all Benedictine Saints, November 13, and added several pages of new acquisitions. (MIDWEST Unit)

Volume II of the CATALOGUING AND CLASSIFICATION Section's KAT-A-LOG, October, 1960, carried the selective bibliography on cataloguing and classification of phonorecords mentioned by Father Theodore Cunnion, S.J., Librarian at Le Moyne College, Syracuse, New York; and the names of the advisory committee cooperating with DDC on 100's and 200's: Chairman, Father Thomas Leigh, S.S.; Co-workers: Fathers Loren Fuchs, O.F.M., and Thomas Peter; Advisors: Fathers Jovian Lang, O.F.M., and Gilbert Peterson, S.J., Sister M. Claudia, I.H.M., and Joseph Sprug. A report of their work will appear in the February KAT-A-LOG. Sister M. Norberta, I.H.M., was also one of the co-workers. R.I.P.

Left unresolved at last year's annual meeting of the High School Section of the WISCONSIN Unit, the "Possibility of Centralized Cataloguing for High School Libraries" was further discussed at the meeting, November 19, Marquette University. Sister M. Clarence, O.S.F., Librarian, Green Bay Diocesan Department of Education, spoke on her experiences in supervising centralized cataloguing on the elementary level. Plans were made to experiment with centralized cataloguing in the 200 class.

More about meetings . . .

Continuing their practice of meeting with other departments, high school librarians of GREATER ST. LOUIS Unit met October 17-18 during the Archdiocesan Institute with the language departments. Irwin Arkin, head of the language department of McBride High School, spoke on the use of the library by language teachers. Previously, librarians had met with the departments of English, social studies, and science.

During an afternoon meeting of the WESTERN NEW YORK CATHOLIC LIBRARIAN'S CONFERENCE, November 19, at Holy Cross School, Buffalo, Thomas V. Maloney, LaSalle Senior High, Niagara Falls, spoke at the general session on "The English Curriculum and the Library in a Changing World."

"Local Publications and the Local Scene in the Library" was the theme of the twenty-fifth annual meeting of the MINNESOTA-DAKOTA Unit, November 15, Benilde High School, St. Louis Park, Minnesota. Bernard Casserly, Editor, the *Catholic Bulletin*, St. Paul, discussed

"The Function and Objectives of a Diocesan Newspaper;" Gareth Hiebert (Oliver Towne), columnist, the *St. Paul Dispatch*, talked about "Local History, Scenes and Customs—Their Interest to the Newspaper Reader." All group meetings concerned the use and value of periodicals as sources of historical and sociological information.

Father Clyde Eddy, Librarian, College of St. Thomas, is the new Chairman, MINNESOTA-DAKOTA Unit.

Gifts from the Orient . . .

Unusual among gifts received by college and university libraries are those presented to the University of Portland Library, Portland, Oregon: an oil painting by Yoko Kusuka, Japanese artist currently residing in the United States; a water color by Kehoe, and a framed bas-relief in copper of the Madonna. To the music and art room was added a collection of 400 long-playing records of classical music. (PACIFIC NORTHWEST REGIONAL Conference)

Unique among appointees is Lily Chai-Shaw Li, Assistant Librarian at St. John's University, Jamaica, New York. After earning her B.A. degree with majors in history and literature at the New Asia College, Hong Kong, Miss Li received her M.S. in L.S. at Kansas State Teachers College, Emporia, Kansas.

Thoughts on CBW 1961 . . .

Since the term of office in the WESTERN NEW YORK CATHOLIC LIBRARIAN'S CONFERENCE is two years, the Executive Council favors Regional meetings for CBW, 1961 and a general meeting, as formerly, for 1962. The Conference Chairman, Sister M. Berenice, R.S.M., Mercy Hospital, Buffalo, with the General Coordinator has been assisting Regional Coordinators in completing the final plans for CBW this year. CBW chairmen appointed by each school are working directly with the Regional Coordinator.

Writing of the theme of CBW, "Unity in Faith Through Reading," Sister Mary Consuelo, C.R.S.M., National Chairman, reminds all CLA-ers ". . . It is incumbent upon us to learn, for no one can participate in the divine without practicing the difficult law of love which is union."

My thanks to all correspondents and editors who made this column possible.



Book Talk FOR PROFESSIONAL PEOPLE

BY
SISTER M. CLAUDIA, I.H.M.
Marygrove College
Detroit, Michigan

National Library Week

It is not too early to make plans for the celebration of National Library Week. The observance is scheduled for April 16 to 22, 1961. This will be the fourth annual celebration of the reading development program, and John S. Robling will continue as director of NLW with Virginia Mathews as associate director. The ACRL Committee, appointed last spring, consists of LeMoyne W. Anderson, chairman; H. Vail Deale, immediate past chairman; Lee Zimmerman, and Sister M. Claudia, I.H.M.

Book Design

The Mead Corporation has set up a library of 2500 annual reports. Arranged in groups according to type of design, the collection will serve as source of ideas for booklet publication. Individual libraries can well build up a similar collection, though on a somewhat smaller scale, as a source of ideas for bulletin boards and library publications.

Another Merger

On September 29, announcement was made of the merging of Harcourt, Brace and Company and the World Book Company. The new corporation will be known as Harcourt, Brace & World, Inc.

Volume 47 of the United States Catholic Historical Society *Historical Records and Studies* includes an article on "The Catholic Publication Society and Its Successors, 1866-1916," by Paul J. Fullam, C.P. This, as the author points out, is "a story of failure, of an ambition that was never fulfilled but one that was so broad in concept and so diligently pursued that even in failure it accomplished more than most men's ambitions accomplish in success."

Philosophy and the Modern Mind

Sacred Heart Seminary (Detroit, Michigan) has initiated a stimulating series of lectures under the general title of the Edward Cardinal Mooney Lecture Series. The 1960-1961 program includes Vincent E. Smith on "Modern Physics and Thomistic Philosophy"; James Collins on "Existentialist Approaches to Religion"; and Anton Pegis on "St. Thomas and the Origin of the Idea of Creation." All three lectures will be available in a booklet to be published in the spring of 1961. Orders may be placed by sending a remittance of \$2.00 to Cardinal Mooney Lecture Series, Sacred Heart Seminary, Detroit 6, Michigan.

Romano Guardini's *The Conversion of Augustine*, ably translated by Elinor Briefs (Newman Press, \$3.95) gives a new approach to the Confessions of St. Augustine. At one time house chaplain to the late Pope Pius XII, Monsignor Guardini had originally planned the first part of the book as a lecture on St. Augustine's idea of Christian existence as it reveals itself in the saint's *Confessions*. The result, however, is rather an interpretation of the interior process which the *Confessions* describes.

Better World Movement

Father Riccardo Lombardi's *Marching on to a Better World* (Edizioni Mondo Migliore, Centro Pio XII, Rocca di Papa, Prov. Roma, Italy; 15 cents each or seven for \$1.00) explains in detail the general and specific meaning of the Movement and the goals which it has set up for itself.

Lay Mission Conference

The second National Lay Mission Conference was held at Manhattan College on November 25 and 26. Using as its theme, "New Horizons

in the World Mission of the Church," the 1960 conference placed special emphasis on what the Catholic layman can do to help shape the new social order which is rapidly forming in the under-developed countries in Latin America, Africa, and Asia. The Conference was sponsored by Manhattan College and the Committee for the International Lay Apostolate.

Orchard Books Series

The Newman Press is making many spiritual classics available in a new Orchard Books Series. The latest title to be published is *Meditations on the Love of God*, by John Nicholas Grou, S.J. (\$3.50). Planned for an eight days' retreat these meditations are equally good for daily meditation.

The Holy Spirit and the Art of Living, by J. A. Driscoll, S.M. (Herder of St. Louis, \$2.35) treats of the formative work of the Gifts of the Holy Spirit and points out that we must not presume to pass judgment on the lives of others or to search the inscrutable ways of God in shaping our own."

Encounters with Silence, by Karl Rahner, S.J., whose theology is "as practical as it is profound," has already gone through six editions in the original German and has also been translated into Italian, Spanish, and French (Newman, \$1.95).

The Sufferings of Our Lord Jesus Christ, written by Father Thomas of Jesus and edited by Edward Gallagher (Newman, \$5.75), needs no introduction since Father Boylan has already given it high recommendation. "We know of no work," he states, "which can be so helpful to those who feel the need of some book to help them at mental prayer when ordinary meditation fails." The format of the book is particularly attractive for a meditation book.

Paperbacks

The first edition of *Paperbound Books in Print*, which appeared just five years ago, was a slim booklet of some 100 pages. Subsequent editions were published semi-annually to keep up with the ever-growing paperback field. Now, however, the semi-annual issues have been abandoned and will be replaced by quarterly revisions to keep readers completely up to date.

The latest revision contains nearly 10,000 entries. Of these 140 titles have been added to the Drama section, 60 to the Science, 85 to Biogra-

phy and Autobiography, 65 to the Technical Section, 85 to Philosophy, and 45 to Politics. *Paperbound Books in Print* is available from the R. R. Bowker Company, 62 West 45th Street, New York 36, at \$2.00 a copy or \$6.00 for the four quarterly issues.

Lifetime Reading Plan

"Americans respond more eagerly to the best than to the worst—provided the best is offered them," at least so Clifton Fadiman points out in the Foreword to his *The Lifetime Reading Plan* (World Publishing Company, \$3.75). Originally prepared as a list for *This Week Magazine* in connection with the observance of National Library Week, the book aims to help readers avoid "mental bankruptcy" by suggesting ways by which they can fill their minds with what the greatest writers of our Western tradition "have thought, felt, and imagined." St. Augustine, Dante, and Chaucer are the only authors included for the Middle Ages.

A "lifetime reading plan" is also set forth for children in Nancy Larrick's *A Teacher's Guide to Children's Books*. Author of *A Parent's Guide to Children's Reading* published in 1958 for the National Book Committee, Dr. Larrick explains "how to keep the reading spark kindled to increase knowledge for more useful, valuable, and creative contributions to our society and to our civilization." The book is available from Charles E. Merrill Books, Inc. (Columbus, Ohio) for \$4.95, and raises some important questions, e.g., "the real test of a good reading program is not *can children read*, but *do they read*."

The Kelmescott Press

On the occasion of the meeting of the Bibliographical Society of America at Brown University in October of 1959, a William Morris exhibition was held; and in December of the same year it was formally closed with an address on William Morris and the Kelmescott Press by Philip C. Duschnes before the Friends of Brown University. A *Catalogue* of the exhibit, with the address appended, has now been published by the University Library in a format worthy of the great printer.

AB Yearbook

The 1960 *AB Bookman's Yearbook*, the specialist book trade annual published by Anti-

quarian Bookman (\$4.50 cloth, \$3.00 paper), is an excellent handbook for librarians not too well acquainted with the out-of-print market. Besides its reference directory of specialist and antiquarian booksellers, this year's annual includes an expanded section on "The ABC of Bookselling." It also attempts to give an alphabetic guide to the terminology of the "book-trade maze in a concise and simplified format." This helpful reference is edited by Sol M. Malkin (who gave an excellent talk at the A.L.A. conference last June), and may be obtained by writing to AB Weekly and AB Yearbook, Box 1100, Newark, New Jersey.

Instructional Materials

With the current emphasis on instructional materials reflected in accreditation agencies standards as well as in the demands of educators, there is a need for quick and ready reference to sources of materials. The Educators Progress Service (Box 497, Randolph, Wisconsin) is continuing to make available its helpful series of annual aids in this field. The twentieth annual edition of the *Educators Guide to Free Films* (\$9.00) lists 4,276 titles of films, 591 of which were not listed in the previous edition. The *Educators Guide to Free Filmstrips* (\$6.00) lists 624 titles, including 38 sets of slides. Of these titles, 37 of the filmstrips listed in the *Guide* may be retained permanently by the borrower. The *Educators Guide to Free Tapes, Scripts, and Transcriptions* (\$5.75) lists, classifies, and provides complete information on sources, availability, and contents of 129 free tapes, 230 free scripts, and 106 free transcriptions." The *Elementary Teachers Guide to Free Curriculum Materials* (17th ed., \$7.50) is a highly selective list of free maps, bulletins, pamphlets, exhibits, charts, and books. It also includes a brief article by Dr. John Guy Fowlkes on "Science in the Elementary School." A new title in this series of educational aids is the *Educators Guide to Free Science Materials* (\$6.25). Compiled and edited by Mary Horkheimer Saterstrom with the aid of John W. Renner, associate executive secretary of the National Science Teachers Association, this new aid lists 733 free films, 111 free filmstrips, and 216 other free supplementary materials. It is difficult to understand how any school system can be without these *Guides*.

High School Aids

On the high school level Barnes and Noble continues to supply ready reference aids in all fields. *College Entrance Examinations*, by Louis K. Wechsler, Martin Blum, and Sidney Friedman (\$1.95) gives background information as well as sample tests which should prove helpful for teachers as well as for the students concerned. Answer keys are included but accompanied by a section on "Your score and what to do about it." Other manuals recently published are: *Basic Logic*, by Raymond J. McCall (2d ed., \$1.25); *Western Civilization to 1500*, by Walther Kirchner (\$1.95); and *German for Beginners*, by Charles Duff and Paul Stamford (\$1.95). A second, revised edition of Frederic Wheelock's *Latin: an Introductory Course Based on Ancient Authors* has also been published and is available in a bound (\$4.00) or paper (\$1.95) edition. The latter would be preferred for use as the bound edition has narrow inner margins.

Medieval and Renaissance Works

Barnes and Noble are also the American distributors of Nelson's Medieval and Renaissance Library. This welcome series is providing new editions of works of earlier English literature. The texts selected are short, and where possible they are presented complete. The distinctive feature of the series is the inclusion of an excellent Introduction and Notes based on recent research. The series is being issued under the general editorship of C. S. Lewis, professor of English Language and Literature in the University of Wales. Titles now available are: *Sir David Lindsay's Squyer Meldrum*, edited by James Kinsley (\$2.00); and *Ancrene Wisse* (parts six and seven) edited by Geoffrey Shepherd (\$2.50).

Gift Suggestions

Three beautiful books that cry out to be "given" are: Eugenio Battisti's *Giotto in the Skira "Taste of Our Times Series"* (\$5.75) now being distributed by The World Publishing Company; the Newman Press edition of *Oberammergau* with fascinating photographs by Lotte Eckener (\$3.95); and Henry Regnery Company's *St. Vincent de Paul*, by the world-renowned Swiss photographer Leonard von Matt and Louis Cognet (\$7.00).



BOOKS AND BANDAGES

BY
SISTER M. BERENICE, R.S.M.
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Buffalo, New York

DO NURSING STUDENTS REALLY USE THEIR LIBRARY?

BY FRANCES FISHER,
St. Anthony Hospital
Oklahoma City, Oklahoma

A survey of senior nursing students' use of, and attitudes toward, certain aspects of library service and teaching in their school.

Nearly every school librarian asks herself this question: Do students really use the library? We use every stratagem at our command—from our professional knowledge and skills all the way to those of the door-to-door salesman—to persuade students to make better use of their library.

In a hospital school of nursing the problem is especially hard to deal with because of the nature of nursing education which combines formal classes with hospital service. This means that study time is at a premium, and in their haste, students often overlook the assistance which the library offers them.

Our library committee feels that some means should be devised to draw the attention of faculty members to the need for more emphasis on library resources and services in their teaching. The librarian compiled a questionnaire designed for senior students who were ready to graduate. We were interested in learning what they knew or had learned about the library during their three years in the school. Their answers were presented to the faculty in the following report.

THE PROBLEM AND ITS SETTING

The literature of nursing, during recent years, has increasingly emphasized the importance of the library in the school of nursing to the education of nurses. Many articles have appeared in the professional nursing journals which affirm the conviction held by nurse educator-writers that a good nursing library collection, as well as the services of a professional librarian, are a necessity. One illustration of this can be seen: In order to obtain accreditation by the National League for Nursing, a school of nursing must have a well-organized library, and a professional librarian.

Nursing educators write of the need for students to learn early in their basic education, the value of self-direction, of problem-solving and of the ability to discover literature pertinent to their study. They state that the library is a vital part of the total educational program in the school and that concerted effort should be made to develop library resources and establish a high level of library service.

The faculty of this school has long recognized the library as a center of educational and recreational activity. They have often gone on record in support of library plans and objectives.

The idea of making a survey to determine the use of the library facilities and to obtain an indication of student attitudes toward the library was considered by the library committee as a means of assessing present library activities, with a view toward planning the future library program with increased emphasis on library service and teaching. The results of the survey are presented to the entire faculty in order to encourage them to place added stress on library resources in their respective areas and to make greater use of the library themselves.

The questionnaire method was decided upon as the best means of obtaining the information desired. The group selected for sampling was the senior class. The committee felt that since seniors are on the threshold of graduation, they should be able to look back and assess their own use of the library and their attitudes toward it more frankly and objectively than the underclassmen.

The senior class totalled 33 students. As a group they were not necessarily assumed to be typical of the student body. They had nearly completed their course of study, and their ex-

periences during the past year had been different from those of the other two classes, a fact which could make their use of library facilities present a different picture from that of the student body as a whole. For example, they spent three months apiece during their senior year in the various specialized medical departments of the hospital (Obstetrics, Pediatrics, etc.) and their formal classes were subordinated to that of instruction in the hospital situation.

At the start, it was expected that the use of the library for study by seniors would not be generally as extensive as that of the other students. It was known that they have more free time, with less formal class work, than the underclassmen and it was thought that a survey of their leisure time use of the library might have some significance for the purposes of this survey in the recreational area.

THE QUESTIONNAIRE

The students filled out the questionnaire during a class period when all were present. They were asked to answer the following questions:

QUESTIONNAIRE ON THE LIBRARY

1. How many times have you gone to the library to read or study during the past month? (estimate the number of times)

2. How often in the past month have you read—or started to read—a library book for recreation? (estimate the number of books)

3. How often last week did you read the *Daily Oklahoman* in the library? (estimate the number of times)

4. Please check below the *three* magazines you most enjoy reading in the library:

5. If an instructor asked you to make a report on the history of aseptic technic, how would you go about finding books on this subject in the library?

6. List the name (author and title if possible) of a book in the following subjects which you have used and found helpful:

Medicine:

Surgery:

Anatomy:

Pharmacology (especially for drugs):

Obstetrics:

Pediatrics:

Psychiatry:

List the titles of at least *two* or *three* professional journals—other than the *American*

Journal of Nursing—which you have used in the library:

7. If you were looking for recent articles on arteriosclerosis in various journals, check the source you could use:

Cyclopedia of Medicine, Surgery and Specialties.

Current List of Medical Literature—Index Medicus.

Card Catalog.

Pamphlet File.

8. According to the N.L.N., every school of nursing library must have books on Reserve. In your opinion, which is the better method of arranging them:

Have all books on the same subject shelved together, with those on Reserve plainly marked. (as present arrangement in library)

Have a separate section of Reserve Books apart from other books which can be checked out. (as in most college libraries)

Below, state briefly, the reason for your choice of Reserve book arrangement:

9. Can you recall anything you learned in your Library Methods course which has been helpful to you since?

10. Here is a plan under consideration for teaching Library Methods:

First quarter: A short course in library fundamentals: Library rules, bibliographical entry, classification and card catalog, introduction to books and journals.

Third quarter: Instruction (and reference problems) in the use of professional books, journals and indexes.

Now that more than two years have passed since you took the Library Methods course, do you feel that it might have been more helpful to you if it had been spread out over two quarters, instead of the first quarter only? (Please explain your answer)

PRESENTATION AND ANALYSIS OF THE DATA

The questionnaire tabulation was divided into two general sections: The Recreational Use of the Library, and the Professional Use of the Library. Professional use includes the use of the library for study, finding and using materials in the nursing-medical fields, and the observations on the course called Library Methods.

Recreational Use of the Library

The responses to the questionnaire in this

area show that seniors make better use of the library for study purposes than was generally supposed. However, they do not make sufficient use of the library for their leisure time activities. It is not expected that all students will be avid readers, but taking into account the amount of free time they have in comparison with underclassmen, they show definite weakness in this area.

Those who use the library for reading the paper and for recreational reading represent less than half the total class, and these make only very moderate use of the library (one to four visits per month for recreation books; one to four visits during the week to read the daily paper).

From their responses to the question about the three magazines they most enjoy reading, the seniors seem to be familiar with the library magazines—indicating that perhaps they made better use of the library before the summer months (when the questionnaire was answered) or perhaps before their senior year.

The most popular magazine, as indicated by their response, is the *Saturday Evening Post*, followed by *Seventeen*, *Reader's Digest*, *Life*, *Catholic Digest*, *Ladies Home Journal*, and *McCall's*.

Nine of the seniors failed to indicate the card catalog as a means of finding books on a given subject. This seems to indicate that most of them have used it regularly, or at least recognize it as the key to the library resources.

Their knowledge of the references in the various subject fields seems fairly good, judged as a group. Individual responses show that the majority are not familiar with books in the subject fields; three students answered correctly for all fields, two knew six books, one knew five, and three knew four references; the rest all knew fewer than three, the majority of these either knew two books correctly, or none at all. Analyzed on this basis, it would appear that they have not had sufficient incentive to investigate the Library resources in their junior and senior years when the medical and surgical subjects are taught. Many of the students were familiar with books on anatomy and pharmacology which were taught during the freshman year.

Their knowledge of the professional periodicals—other than the *American Journal of Nurs-*

ing (their most frequently assigned reading)—is not as wide as it should be considering that they are senior nurses, ready to graduate. They are familiar with the periodical index, *Current List of Medical Literature*, and presumably know how to locate articles in periodical volumes.

When asked to name professional journals with which they were familiar, the best response was for the journal, *R.N.* (18 responses); next was *Nursing Outlook* (16). Only one student knew the journal, *Pediatrics*: one knew *American Journal of Obstetrics and Gynecology*. None evidently knew of the other specialized journals, such as *Geriatrics*, *American Journal of Public Health*, *Journal of the American Medical Association*, *American Journal of Clinical Nutrition*, etc. This would seem to indicate that again they have not been sufficiently encouraged to make use of these resources by their instructors in the junior and senior classes.

Seniors were asked about their opinions on the arrangement of reserve books in order to assess their awareness of the reasons for having reserve books. There has always been a certain amount of dissatisfaction expressed with the reserve book system, so this was an effort to get a realistic statement from students indicating their understanding of this aspect of library service.

Twenty-seven students went on record as favoring the present reserve book system in the library. Those who gave their reasons for favoring this system said that it saved them time (they did not have to search in two separate places); that they liked having all books on a subject together, and they liked the assurance of knowing books they needed were on the shelves. Of those who did not like the present system, the single reason given was that they were confused about what was a reserve book and what was not. However, since 27 favored the system, it seems evident that most are familiar with the reserve book marking on the outside of the book as well as inside it.

The Library Committee, which includes student members, has approved a proposal from the Librarian and Educational Director to teach the course in how to use the library, called *Library Methods*, in two quarters of the freshman year (as outlined in No. 10 of the questionnaire). Students on the committee have expressed them-

selves as in favor of this method because they feel they need added instruction when they approach their medical and surgical specialties.

This question was asked of the seniors (on the questionnaire) in order to determine what they would think of it in the light of their past experience.

Twenty-one seniors said they thought the course should be taught in the first quarter only. Reasons given were that they felt the class load was too heavy to include more Library Methods; that they felt they learned enough during the course as it was taught to them at the beginning of the freshman year, and that they did not favor such a long course. These reasons indicate that most of them assumed from the question that the course would be taught during the entire three quarters of the year instead of the planned course of a few class sessions apiece during the first and third quarters only.

This assumption is further strengthened by the favorable answers (10) which stated that a few weeks instruction during the third quarter would be very helpful for learning more of the medical-surgical resources of the library. Most of these students stated that they felt a short follow-up instruction would have been very helpful to them.

Nine senior students, approximately 25 per cent, show an evident interest in the knowledge of the resources of the library, both recreational and professional. This may or may not be typical of a group of this size and type in other schools. No record of a similar study having been conducted is available in the nursing literature, therefore, there is no way of comparing data until similar studies are made and reported.

Comparing the results of the questionnaire against the content of the school of nursing teaching program, the Library Methods course, and the present state of the school library resources—the weakest link in the chain of library knowledge and usage seems to occur at the junior and senior class level. Seniors as a group revealed a good memory of books used during their freshman year. When asked what they recalled from their Library Methods course, 23 students recalled the use of the card catalog and indexes, as well as bibliographical instruction. Their knowledge of professional books and journals at the medical, surgical and specialty level cannot be considered adequate for a senior class.

Since the nursing literature and the nursing educators themselves emphasize the necessity for a strong nursing library to implement the teaching program of the school of nursing, it would seem that an important element is lacking in bringing the library and the teaching program together in the life of the student nurse in this school.

This element is the instructor, who is the vital and essential link between the student and the library. If the instructor fails to encourage, as well as require, the wide use of the literature of nursing available in the library—she is failing to fulfill the stated objectives of nursing education and failing to instill the essence of learning into her students. Unless the instructor is thoroughly familiar with the literature of her special area, and with all the library resources available to her, she is adversely affecting the use of the library by students, and this is often reflected in their negative attitudes toward library services.

It would seem that it is not enough for nursing educators to be on record as advocating the desirability for students to learn such things as self-direction, problem-solving and the ability to discover literature pertinent to the study of nursing. The educators must be able to do these things themselves and to impart an enthusiasm for them to their students.

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BOOKS IN THE PARISH

BY JANE HINDMAN

Holy Family College
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Magazines in the Parish Library

A parish library must not be allowed to become dated. Anyone stepping into such a library can tell that it is seldom used. Good books added at intervals are essential for a library. It is also important that current magazines be included in the collection. In Catholic magazines are found articles giving the Catholic view on important issues. No parish library can be without a few well chosen magazines. The periodicals selected for the library depend upon the taste and interest of those who use this collection. It would be useless to spend money on some philosophical review if the parishioners were not all scholars. Moreover, the philosopher would subscribe to the periodicals in which he was interested. There also is not much point in subscribing to magazines that are found in practically every home.

A librarian in Alabama made money for her parish library by selling subscriptions to magazines. She urged those who could, to form the habit of subscribing to Catholic magazines. She also suggested that after they had been read they be given either to the library or to a friend. The person donating to a library must be willing to

give the magazine each month. No parish library wants donations that have accumulated until house cleaning time.

Some parish societies have set up plans for soliciting used magazines and distributing them to racks in bus and rail stations, labeling them for free distribution.

Others suggest that Catholics re-mail their magazines to the missions who depend on them to keep alive good will for America. The rate for mailing used magazines to foreign countries is less than the domestic rate.

A parish library may want to subscribe to a news magazine which gives the Catholic thought on current topics. At least one magazine of this type would seem a must.

If there is a study group, it may want a magazine such as *The Pope Speaks* which prints papal addresses and documents.

There are numerous family type magazines that provide good reading. The library may circulate these as it does books. If there are several back issues of magazines donated regularly and the librarians subscribe wisely, the parish library will have a creditable magazine rack.

In order to get the best use from magazines one must use a periodical index. *The Catholic Periodical Index* is published quarterly by the Catholic Library Association. It gives the location of articles that have been published in Catholic magazines. The cost of this index depends on the size of the library and is somewhat expensive for a beginning library. It does, however, insure the best use of magazines.

If the library does not subscribe to the *Catholic Periodical Index* there is no point in storing back issues of magazines. When the library has finished with them, they can be passed on to someone else who will enjoy them. The library committee should form a plan for regular disposal of periodicals.

If the CPI is purchased, magazines should be kept tied up by years, so they can be referred to when necessary. Unless magazines are kept in an orderly manner by date, they are worse than useless and should be discarded.

When considering purchasing magazines, librarians should give thought to the two Catholic book review magazines—*The Critic* and *Best Sellers*. These are of great help in selecting books for the library. Through these pages and those of the book review sections of other magazines, the librarian will soon become familiar with current books and authors and will be better able to purchase wisely.

Then, of course, it is almost unnecessary to say that all parish libraries should join the Catholic Library Association and receive the *Catholic Library World* to keep abreast of current happenings in their field.

As budgets and interest grow, the parish magazine collection should include an expanding number of worthwhile Catholic magazines.

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Best Sellers, The Library, University of Scranton, Scranton 3, Pa.

The Critic, 210 W. Madison St., Chicago 6, Ill.

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WEBSTER, Richard B. *The Cross and the Fasces; Christian Democracy and Fascism in Italy*. 1961. 229 p. Stanford U. Press. \$5.

Mr. Webster's study (presented as a doctoral thesis at Columbia University) may be summarized as the first comprehensive examination in English of the historical evolution of Christian Democracy as an autonomous Catholic socio-political lay movement in Italy. However, the service rendered by Webster to the American student of modern European political history is more than that of a mere analysis of an Italian movement. The types of difficulties and problems described here as confronting Christian Democracy in Italy are experienced as well in other West European states, such as the Popular Republican Movement and its antecedents in France, and the Christian Social Union Party in West Germany.

Other merits of this monograph are the descriptions of the intricate relationships between Christian Democracy and Fascism, Christian Democracy and Social Democracy, the perplexing number and shades of factions within the Christian Democratic movement itself, the Christian Democratic vacillations between Monarchism and Republicanism, Pro-Clericalism, Non-Clericalism, and Anti-Clericalism.

In a larger sense, *The Cross and the Fasces* also touches upon the broader aspects of the problem of relations between Church and state, although it does this only indirectly. There is, for example, a study of the compatibility between Catholicism and Social Democracy and new forms of collaboration between the Hierarchy of the Church and Catholic lay-statesmen.

Of particular value are those sections dealing with the rise and fall of such men as Don Luigi Sturzo (the priest-founder of the People's Party), and Alcide De Gasperi, who is equated with Count Camillo Cavour, and considered in this study as by far the most capable, gifted, consistent, courageous yet moderate and far-sighted Italian of the time before, during, and after Fascism.

The reader will also benefit from the comparisons drawn between the pontifical policies regarding the relationship of the Roman Church to the modern state and civil society from Pius IX to Pius XII. Webster makes it quite clear throughout his book that the success of Christian Democracy hinges essentially upon the Hierarchy's recognition of the role and function of the Catholic lay constitutional-democratic mass parties which, because of the political autonomy granted to them and the resulting Church-State harmony, will ever more fervently recognize the Papal claims to rule over the souls of men. In the extreme, such a grant should, according to the author, extend even to permitting the formation of an alliance between Christian Democrats, other moderate Democratic parties, Liberals, Republicans, and Social Democrats, as an alternative to an integrally Catholic Italy, and "instead of blind opposition to all forms of Liberalism and Socialism, however, moderate."

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LEVY, Leonard W. *Legacy of Suppression: Freedom of Speech in Early American History*. 353 p. 1960. Harvard University Press. \$6.50.

This book presents a re-examination of the background of the free speech and free press clauses of the First Amendment. The status of these freedoms in England and the United States before 1800 is explored. The conclusion is that freedom of speech and of the press as we understand them today, were then unknown in practice and in theory. Dealing with some of the matters covered in Chaffee's classic *Freedom of Speech in the United States*, Levy suggests that a realistic view of history requires a radical revision of traditional notions of the origin of our notions of liberty. As Beard argued that the founding fathers were motivated more by economic self-interest than by altruistic visions of statesmanship, so Levy argues that the founding fathers, when they spoke of freedom, held ideas of freedom which were extremely narrow and cramped.

The most persistent theme in Levy's work is the doctrine of seditious libel, as an inheritance which Americans accepted from the common law. Speech and press might be declared "free," but to the Englishman or American of the eighteenth century this freedom did not extend to pronouncements which had a tendency to bring the government or its officers into ill repute. Any publication having a bad tendency could be the foundation of a criminal prosecution in which neither truth nor good faith could serve as defenses. The seditious nature of the publication would be decided by the judge; the jury could decide only whether the defendant did in fact speak or publish the material.

This was the common law inheritance, and the libertarians of early America went no further in their demands than that truth be accepted as a defense and that the jury (rather than the judge) decide whether the publication was seditious. In short, the essential notion of seditious libel as a criminal offense was universally accepted, at least until the Alien and Sedition Acts excited a widespread re-examination of the general theme of liberty and authority.

The American inheritance of ideas of liberty was even further impoverished by the widespread practice of Assemblies (copying Parliament) to punish persons for contempt. This power was used broadly to reach men who, in speech or in print, criticized the legislative acts or individual legislators. Similar powers were exercised by governors and their councils.

Levy makes a detailed examination of the known cases in which defenses were raised against an abridgement of liberty, and demonstrates that the theory of these defenses was invariably limited, never embracing anything approaching our modern interpretation of the scope of the First Amendment.

The level of scholarship is impressive, and the text is readable. Levy has obviously made a great effort to unearth every piece of evidence bearing on his thesis. He deals with all the familiar materials and with much that previously was obscure or unknown. He makes it clear that he does not endorse the limited notions of

civil liberty which he claims were in fact the American heritage; he is merely trying to set right the record of history.

THOMAS J. O'TOOLE
School of Law
Villanova University

BRAND, Christianna. *Heaven Knows Who*. New York, Charles Scribner's Sons. 3. 1960. 283 p.

The book is a solid, *ex parte* justification of one Jessie McLachlin of Glasgow, charged with and convicted of the murder of her good friend, Jess McLachlin. Of course we all know who butchered Jess and then backed away from the deal to tie it to burglary cum homicide.

We may be thankful for one favor in the book: Jessie did get a commutation to life imprisonment and Miss Brand has not turned the thing into the expected tract of our Saxon cousins against the horror of capital punishment. The work contains excellent diagrams.

The author gives us, unconsciously I believe, a hideous Glasgow of the 1860's. The evocation of all this misery is, however not to the point. The character analysis of the heroine is good but over-done, while Mr. Fleming's characterization is the stick with which the author berates the criminal justice of Scotland of yore. And of course the real mystery in this book is Mr. McLachlin, Jessie's sailor husband.

Solid and decent, this is a fair standard for the fan of detection.

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GUIDE TO DANCE PERIODICALS, v. 8.

Compiled by S. Yancey Belknap. 60-7273.
Scarecrow Press. 1960. \$10.00.

Scarecrow Press has taken over publication of this index; editorial work will continue to be done at the University of Florida. Volume 8 indexes 16 periodicals covering the years 1957-1958. The number of specific entries is generous, perhaps even excessive. It would seem better for a highly specialized index to be universal and selective rather than limited and complete. Compiler and publisher could produce an easier work to use with no more time or expense: A complete table of abbreviations should be provided, including an explanation of the compiler's shorthand; "continued" headings should be used; there should be more information on titles indexed; citation of volume and page could be simplified by following the style of the Wilson indexes; headings would be more discernible if typed in solid caps; indentations could be more pronounced. There are very few cross references. Some modifications are too brief to be meaningful. Larger public libraries and colleges with a strong fine arts department can use this Guide.

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TERRUWE, A. A. A., M.D. *The Neurosis in the Light of Rational Psychology*. Translated by Conrad W. Baars, M.S. Edited by Jordan Aumann, O.P. 200 p. 60-13882. Kenedy. \$4.50.

In 1879 Wundt established the first laboratory for psychologists. A few years later Freud was laying the basis of psychoanalytic theory. Since that time experimental and clinical psychologists have uncovered enormous masses of data and have developed numerous more or less plausible hypotheses to explain and coordinate them. This has provided contemporary scholastics with one of their greatest and most pressing problems: the explanation of these data and the criticism of these theories in the light of the Aristotelian Thomistic view of human nature. So far, most of their work has consisted of attempts to evaluate psychoanalysis and/or to reconcile it with Thomism. Dr. Terruwe has taken a different tack. She makes use of such Freudian insights as the importance of the subconscious and the effects of repression. However, she lays aside his notion of personality as the interaction of the id, ego and superego. Instead, she employs only the traditional theory of faculties, to give a clear and consistent explanation of the genesis, development, types and therapy of neuroses,

all of which she illustrates with numerous examples and case histories. Stated briefly, her basic contention is that neuroses result either from the non-rational repression of one sensory appetite by the other, or from personality retardation at an infantile level. Contrast this with Freud's view that all neuroses come from the repression of the child's instincts. The author reports that her theory, besides being intellectually more satisfying, has enabled her to treat her patients much more successfully than the usual analytic doctrines did. In general, this book opens new vistas to students of both rational and empirical psychology; we recommend it for all college libraries and the larger public and parish collections. More particularly, the last two chapters, on the prevention of repression and the freedom of the will in neurotics, make especially good reading for parents, teachers, and confessors. However, we should point out that Dr. Terruwe's exposition of philosophical psychology is quite different on some points from what we find in the manuals; the book also lacks an index, which it obviously needs.

GERARD J. DALCOURT
Philosophy Department
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